

Investing for Success

Under this agreement for 2020
Robertson State School will receive

\$384,883*

This funding will be used to

Target	Measures
1. Refine teacher pedagogy – explicit teaching strategies (medium term – 100% teachers receive coaching)	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> 90 % of teachers using Gradual Release of Responsibility at beginning of 2019 100 % of teachers using Gradual Release of Responsibility at the end of 2020 <p>Comparison:</p> <ul style="list-style-type: none"> P-6 English % A-E and National Assessment Plan Literacy and Numeracy (NAPLAN) Mean Scaled Score (MSS) Reading, Writing, Grammar and Punctuation compared with Similar Queensland State Schools (SQSS) <p>Monitoring:</p> <ul style="list-style-type: none"> Teachers undertaking data conversations and defining targets to implement specific high yield strategies to improve Reading and Writing – Literacy Block Teachers watching others work P-10 Literacy continuum and reading goals English A-E data Annual Performance Review (APR) process data
2. Lift the performance of students below benchmark – Reading (long term – 100% of students above National Minimum Standards (NMS) in Years 3-6)	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> English % Semester E/Ds or Reading % Year P-6 below NMS 2018 English % Semester E/Ds or Reading % Year P-6 below NMS 2019 English % Semester E/Ds or Reading % Year P-6 below NMS 2020 <p>Comparison:</p> <ul style="list-style-type: none"> P-6 English % Semester E/Ds and NAPLAN Reading above NMS data from Similar Queensland State Schools (SQSS) <p>Monitoring:</p> <ul style="list-style-type: none"> Teacher data analysis, planning documents and lesson observations for differentiation Utilising P-10 Literacy continuum to set reading goals Student feedback on reading goals PM and Probe test results



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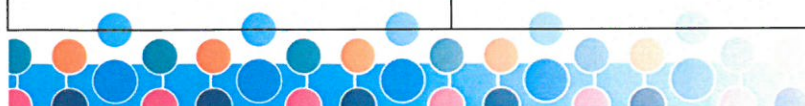
<p>3. Lift the performance of students in the Upper Two Bands (U2B) – Reading and Numeracy (medium term – 5% improvement in Semester A/Bs and NAPLAN U2B</p>	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> English and Mathematics % A/Bs Year 1-6, Semester 2 (2019) English and Mathematics % A/Bs Year 1-6, Semester 2 (2020) English and Mathematics % A/Bs Year 1-6, Semester 2 (2021) Year 3 NAPLAN Reading and Numeracy U2B data (2018,2019, 2020) Year 5 NAPLAN Reading and Numeracy U2B data (2018, 2019, 2020) <p>Comparison:</p> <ul style="list-style-type: none"> P-6 English A/Bs and NAPLAN Reading and Numeracy U2B data from Similar Queensland State Schools (SQSS) <p>Monitoring:</p> <ul style="list-style-type: none"> Teacher data analysis, planning documents and lesson observations for critical and creative thinking skills and differentiation in multi-aged classes Application of Literacy and Numeracy Block pedagogy Student feedback Reading and Writing goals and work samples Movement on P-10 Literacy continuum Teachers confidently teaching problem solving strategies in Numeracy Blocks English A/B Semester data and Maths A/B Semester data Annual Performance Review (APR) process data
<p>4. Inclusion - adoption of the Gradual Release of Responsibility Model to increase the % of Students with Disabilities (SWD) working at their potential. (Long term - students on individual Curriculum Plans (ICPs) achieving their reading goals by EOY 2020)</p>	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> P-10 Literacy continuum: Semester 2, 2019 to Semester 2, 2020 English A-E, Semester 2, 2019 to Semester 2, 2020 as per Individual Curriculum Plan Norm-referenced diagnostic assessments Semester 2, 2019 to Semester 2, 2020 Behaviour reports Semester 2, 2019 and Semester 2, 2020 <p>Comparison:</p> <ul style="list-style-type: none"> Distance travelled compared historically (by student) for same length of teaching time (one year) Reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain Behaviour reports One School Semester 2, 2019 and Semester 2, 2020 <p>Monitoring:</p> <ul style="list-style-type: none"> Uptake of Gradual Release of Responsibility model by all inclusion teaching staff Number of SWD students identified on school data base (OneSchool) Number of SWD students identified through Disability Discrimination Act Consistent reporting formats on One School Staff feedback on relevance and impact of professional learning Student engagement and behaviour monitoring as new teaching strategies applied P – 10 Literacy continuum monitoring Case management records Student work samples



<p>5. Improve access and participation to the Chinese Bilingual Program using the Content Language Integration through Learning Areas (CLIL) methodology (long term - Bilingual Program offered from Years 1-6)</p>	<p>Baseline/endpoint</p> <ul style="list-style-type: none"> ○ Number of students accessing the Bilingual program in 2019 ○ Number of students accessing the Bilingual program in 2020 ○ Language Semester Data for Bilingual Program beginning Year 1, 2020 ○ Language Semester Data for the Bilingual Program from Year 2, 2020 and Year 3 2020 ○ Language Semester Data for the Bilingual Program end of Year 1 ○ Language Semester Data for the Bilingual Program end of Year 2 ○ Language Semester Data for the Bilingual Program end of Year 3 <p>Comparison:</p> <ul style="list-style-type: none"> ○ Maths and Science Semester Data in Year 1, 2020 compare with Non- Bilingual Year 1 classes ○ Maths and Science Semester Data in Year 2 and Year 3, 2020 compared with the Non-Bilingual Year 2 and Year 3 classes <p>Monitoring:</p> <ul style="list-style-type: none"> ○ Engagement with language through CLIL curriculum and pedagogy ○ Follow up with parents with Chinese home readers ○ % of Chinese being spoken in the classroom by students ○ Number of opportunities for Bilingual students to have audience/performances
<p>6. Improve access and participation in instrumental music programs (short term – 30% of students access instrumental music Year 3-6)</p>	<p>Baseline/endpoint</p> <ul style="list-style-type: none"> ○ Number of students accessing instrumental music programs ○ Attendance at ensemble rehearsals 2019 ○ Quality of performances at competitions 2019 <p>Comparison:</p> <ul style="list-style-type: none"> ○ Number of students accessing instrumental music program 2020 ○ Attendance at ensemble rehearsals 2020 ○ Quality of performances at competitions 2020 <p>Monitoring:</p> <ul style="list-style-type: none"> ○ Engagement with instrumental music curriculum ○ Attendance at group lessons and rehearsals ○ Follow up with parents/classroom teachers for non attendance ○ Home practice ○ Number of opportunities for ensemble audience/performances

Our initiatives include

Initiative	Evidence-base
<p>1. Refining teachers' pedagogy – explicit teaching strategies</p>	<ul style="list-style-type: none"> ○ Knight, J. 2007 <i>Instructional Coaching: A Partnership Approach to Improving Instruction</i>, Sage Publications, Walpole, S & McKenna, M 2017 <i>How to Plan Differentiated Reading Instruction</i>, New York, The Guildford Press
<p>2. Lifting the performance of students below benchmark – Reading</p>	<ul style="list-style-type: none"> ○ Sharratt, L, & Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, US ○ Shaddock, A 2014 <i>Using data to improve learning: A practical guide for busy teachers</i> ACER Press, Australia.



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3. Lifting the performance of students in the upper two bands (U2B) – Reading and Numeracy	<ul style="list-style-type: none"> ○ Sharratt, L, & Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, US ○ Shaddock, A 2014 <i>Using data to improve learning: A practical guide for busy teachers</i> ACER Press, Australia. ○ Tomlinson, C 2004 <i>Differentiation for Gifted and Talented Students</i>, Sage Publications, UK. ○ Walpole, S & McKenna, M 2017 <i>How to Plan Differentiated Reading Instruction</i>, New York, The Guildford Press.
4. Increase the % of Students with Disabilities (SWD) students working from Individual Curriculum Plans (ICPs) who achieve their reading goals by EOY 2020.	<ul style="list-style-type: none"> ○ DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria. ○ Shaddock, A 2014 <i>Using data to improve learning: A practical guide for busy teachers</i> ACER Press, Australia.
5. Improve access and participation in the Chinese Bilingual Program using the Content Language Integration through Learning Areas (CLIL) methodology	<ul style="list-style-type: none"> ○ Introducing Content and Language Integrated Learning (CLIL) A Paper by Simone Smala, University of Queensland, Australia http://www.acsa.edu.au/pages/images/Simone%20Smala%20-%20Introducing%20content%20and%20language.pdf ○ Coyle, D, Hood, P and Marsh D <i>CLIL Content and Language Integrated Learning</i>, UK, Cambridge University Press 2010.
6. Improve access and participation in instrumental music	<ul style="list-style-type: none"> ○ Education Queensland Instrumental Music Curriculum

Our school will improve student outcomes by

Action 1	Costs
<p>Pedagogical Coach 0.4 FTE</p> <p>Refining teachers' pedagogy in the Literacy Block and Numeracy Block.</p> <ul style="list-style-type: none"> • Provide coaching of classroom teachers in the Gradual Release of Responsibility and development of student learning goals in the Literacy Block and Numeracy Block • Provide professional development for instructional coaches and release time for teachers to receive coaching from the internal coach 	<p>Employment of Pedagogical Coach \$50 000</p> <p>Teacher Coaching Release \$14 800</p>

Action 2	Costs
<p>Employment of Teacher Aides</p> <ul style="list-style-type: none"> • Lift the performance of students below benchmark in reading • Provide intensive small group learning and case management of students below benchmark 	<p>Employment of Teacher aides \$ 101 783</p>



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Action 3	Costs
Enrichment Teacher/Gifted Coordinator 0.5 FTE and Resources <ul style="list-style-type: none"> Lifting the performance of students in the upper two bands (U2B) – Reading and Numeracy 	Resourcing for Gifted Education \$ 53 000
Action 4	Costs
Language Teacher 0.5 FTE and Resources	Employment of Language Teacher and Resources \$ 55 300
Actions 5	Costs
Employment of Head of Program Inclusion 0.5 FTE, Teacher Aides and Resources Develop a new model for Inclusion <ul style="list-style-type: none"> Establish Wellbeing and Inclusion Hub Teacher Aides and Resources 	Resources for Special Education Head of Program \$ 65 000 \$ 35 000
Action 6	Costs
Instrumental Music Teacher 0.1 FTE and resources <ul style="list-style-type: none"> Improve access and participation in instrumental music 	Employment of Instrumental music teacher \$ 10 000



Margaret Berry
Principal
Robertson State School 28.02.2020



Daniel Smith
Chair
Robertson SS Council 28.02.2020

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



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