

Investing for Success

Under this agreement for 2019
Sandy Strait State School will receive

\$437,313*

This funding will be used to

Target	Measures																																												
<p>1. Increase the percentage of students achieving a 'C' or higher in English and Mathematics to 85% by the end of 2019.</p>	<ul style="list-style-type: none"> Baseline/endpoint: <table border="1"> <thead> <tr> <th rowspan="2">Semester</th> <th colspan="2">English</th> <th colspan="2">Mathematics</th> </tr> <tr> <th>1</th> <th>2</th> <th>1</th> <th>2</th> </tr> </thead> <tbody> <tr> <td>Prep #</td> <td>80</td> <td>82.5</td> <td>80</td> <td>82.5</td> </tr> <tr> <td>Year 1</td> <td>80</td> <td>82.5</td> <td>80</td> <td>82.5</td> </tr> <tr> <td>Year 2</td> <td>80</td> <td>82.5</td> <td>85</td> <td>85</td> </tr> <tr> <td>Year 3</td> <td>85</td> <td>85</td> <td>85</td> <td>85</td> </tr> <tr> <td>Year 4</td> <td>85</td> <td>87.5</td> <td>85</td> <td>87.5</td> </tr> <tr> <td>Year 5</td> <td>85</td> <td>85</td> <td>85</td> <td>85</td> </tr> <tr> <td>Year 6</td> <td>85</td> <td>87.5</td> <td>85</td> <td>87.5</td> </tr> </tbody> </table> # Prep – Working with and Above <p>Comparison:</p> <ul style="list-style-type: none"> English A–E and National Assessment Program Literacy and Numeracy (NAPLAN) National Minimum Standard (NMS) data to Similar Queensland State Schools (SQSS). <p>Monitoring:</p> <ul style="list-style-type: none"> Teacher planning/moderation documents and lesson observations Student feedback and work samples Case Management Records English/Mathematics A–E data Annual Performance Review (APR) process data. 	Semester	English		Mathematics		1	2	1	2	Prep #	80	82.5	80	82.5	Year 1	80	82.5	80	82.5	Year 2	80	82.5	85	85	Year 3	85	85	85	85	Year 4	85	87.5	85	87.5	Year 5	85	85	85	85	Year 6	85	87.5	85	87.5
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<p>2. Increase the percentage of students achieving results in the Upper 2 Bands (U2Bs) in Reading, Writing and Number 2019:</p> <p>Year 3 Reading – 45% Numeracy – 35% Writing – 30%</p> <p>Year 5 Reading – 30% Numeracy – 20% Writing – 10%</p>	<ul style="list-style-type: none"> Baseline/endpoint: Comparison: <ul style="list-style-type: none"> English/Mathematics A–E and NAPLAN U2B data from Similar Queensland State Schools (SQSS). Monitoring: <ul style="list-style-type: none"> Staff and parent feedback on relevance and impact of student learning experiences Student engagement as new teaching strategies applied through the 'Program Achieve Critical and Creative Excellence' (PACCE) program P – 10 Literacy continuum monitoring Case management records Pre and Post student assessment data 																																												

* 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.



**Queensland
Government**

Our initiatives include

Initiative	Evidence-base
<p>1. Continue to embed a Whole School approach to support differentiated teaching and learning to meet the personal, social and educational needs of all students.</p> <p>This will include a layered approach to support which includes differentiated, focused and intensive teaching for identified students across all achievement levels A-E.</p>	<p>Deloitte Access Economics 2017, Review of education for students with disability in Queensland state schools, Department of Education, Brisbane: Australia. http://education.qld.gov.au/schools/disability/docs/disability-review-report.pdf</p> <p>Forlin, C. Chambers, D. Loreman, T. Deppeler, J. and Sharma, U. (2013), Inclusive Education for Students with Disability: A review of the best evidence in relation to theory and practice, Australian Research Alliance for Children and Youth (online) www.aracy.org.au/publications-resources/command/download_file/id/246/filename/Inclusive_education_for_students_with_disability_-_A_review_of_the_best_evidence_in_relation_to_theory_and_practice.pdf [accessed 8 January 2018]</p> <p>Hehir, T. Grindal, T. Freeman, B. Lamoreau, R. Borquaye, Y. and Burke, S. 2016, A summary of the evidence of Inclusive Education (online) http://alana.org.br/wp-content/uploads/2016/12/A_Summary_of_the_evidence_on_inclusive_education.pdf [accessed 28 March 2018]</p> <p>United Nations Convention on the Rights of Persons with Disabilities General Comment No.4 (2016) on the right to inclusive education (online) http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRPD/C/GC/4&Lang=en [accessed 8 January 2018]</p>
<p>2. Establish effective school processes based on Lyn Sharratt and Michael Fullan's 14 Parameters, including establishing case management and High Performance Teams.</p>	<p>Sharratt, L, & Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, USA</p> <p>Stebbins, P, 2018 <i>Level Up: Building the highest performance teams</i>. Gold Coast, Australia</p>

Our school will improve student outcomes by

1.

Actions	Costs
Employ additional Focus teachers to provide additional support for students who continue to demonstrate that they are not meeting year-level achievement standards.	\$115 000
Employ additional teacher aides to support focus teachers to provide additional support.	\$60 000
Provide release to trial 'Early Start' in prep.	\$5 000
Purchase additional speech language support to tailor focus teaching programs to the individual needs of students in Prep – Year 2	\$15 000
Allocate funds to release teachers to engage in peer learning and professional development linked to the Whole School Model of Differentiated Teaching and Learning	\$30 000

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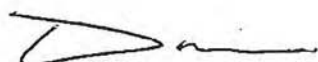


Actions	Costs
Develop PACCE program to lift the performance of U2B students in years 3-6	
Enrol 36 PACCE students in the IMPACT Critical and Creative Excellence online course	\$15 000
Employ two focus teachers for potential U2B students in years 3-6 (1 day per week)	\$35 000


2.

Actions	Costs
Provide targeted professional learning supported by an instructional coach to assist with planning, modelling, observation and feedback processes	\$40 000
Purchase additional and learning resources to support student needs in key areas of English and Mathematics	\$10 000
Develop case-management approach, led by leadership team	
Professional Development – Lyn Sharratt Clarity Australian Council Educational Research Professional Development	\$2000
Release for all classroom teachers P-6 to participate in regular case management meetings, pre/post moderation, Teaching and Learning meetings, APR and Target meetings during 2019	\$100 000
Implementation of a 'High Performance Teams' strategy to strengthen the ability of year level teams to achieve targets and outcomes	\$10 000

*Funding was based on Day 8 Enrolment - \$437 000



David Hillhouse
Principal
Sandy Strait State School



Tony Cook
Director-General
Department of Education

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