

# Investing for Success

Under this agreement for 2019  
Taroom State School will receive

**\$59,676\***

## This funding will be used to

Target	Measures
<p><b>TARGET 1</b> Improve student writing and reading achievement across all subjects through a consistent school-wide approach to the teaching of writing and reading.</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint               <ul style="list-style-type: none"> <li>○ Rigour in writing across all curriculum areas.</li> <li>○ Improved inferential reading skills.</li> <li>○ Improved % of students in Upper 2 Bands (U2B) NAPLAN writing Yr. 3, 5, 7, &amp; 9.</li> <li>○ All students meeting end of year regional targets in Progress for Meaning (PM) Reading data.</li> <li>○ All students meeting end of year Literacy Continuum cluster statements at year level.</li> </ul> </li> <li>• Comparison               <ul style="list-style-type: none"> <li>○ English A-E and NAPLAN Reading &amp; Writing National Minimum Standard (NMS) from similar Queensland State Schools.</li> <li>○ NAPLAN Writing and Reading relative gain.</li> <li>○ Meeting end of term Regional PM targets.</li> </ul> </li> <li>• Monitoring               <ul style="list-style-type: none"> <li>○ Semester 2 Australian Curriculum subjects, A-E data tracking.</li> <li>○ Data Wall based on Literacy Continuum.</li> <li>○ Unit planning aligned to Literacy Continuum.</li> <li>○ Quality control of all aspects of planning.</li> <li>○ Use of criteria sheets with sharp and narrow Literacy focus aligned to Writing priority.</li> <li>○ PM Benchmark running records.</li> <li>○ Annual Performance Review (APR) Writing goals for all teachers.</li> <li>○ Regular moderation of Writing samples across the curriculum.</li> <li>○ Observation, Coaching and Feedback process.</li> </ul> </li> </ul>
<p><b>TARGET 2</b> Increase student access to, and participation in, digital technologies across the curriculum, to support programming skills and maths and science knowledge.</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint               <ul style="list-style-type: none"> <li>○ More student access through a cross-curriculum approach.</li> <li>○ 100% teachers to feel more confident in the teaching of Digital Technology.</li> </ul> </li> <li>• Comparison               <ul style="list-style-type: none"> <li>○ Competency checklists.</li> </ul> </li> <li>• Monitoring               <ul style="list-style-type: none"> <li>○ Planning of digital technologies within teachers' units of work.</li> <li>○ Modelling and demonstrating of lessons Digital Technology by lead teacher.</li> </ul> </li> </ul>
<p><b>TARGET 3</b> Enhancing Prep readiness through partnership with local kindergarten and Pre-Prep Program and meet end of year Prep targets.</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint               <ul style="list-style-type: none"> <li>○ 100% of Pre-Prep students participating in the Term 4 Pre-Prep program.</li> <li>○ 100% of Prep students able to read and comprehend short, predictable texts and compose and record short, meaningful sentences "Working Within" or beyond, and 25% of this cohort at a reportable level of "Applying".</li> </ul> </li> <li>• Comparisons               <ul style="list-style-type: none"> <li>○ Literacy Continuum Cluster 4 (aligned to Prep entry and exit Early Start Assessments).</li> </ul> </li> <li>• Monitoring               <ul style="list-style-type: none"> <li>○ Early Start Assessments.</li> <li>○ Writing samples.</li> <li>○ Achievement data.</li> <li>○ PM benchmark data.</li> </ul> </li> </ul>

\* 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.





- Case Management.

## Our initiatives include

Initiative	Evidence-base
<p><b>1. Writing</b></p> <ul style="list-style-type: none"> <li>• Lead Literacy teacher to provide regular staff Professional Development (PD).</li> <li>• Review of 2018 Writing PD.</li> <li>• Continue to develop phase based criteria sheets including specific aspects of Writing e.g. sentence structure, Vocabulary, Cohesion.</li> </ul> <p><b>2. Writing – Timetabling</b></p> <ul style="list-style-type: none"> <li>• Continue Junior Secondary Literacy Block.</li> <li>• Funding extra teacher Non Contact Time (NCT) time for specific purposes, (testing students and Observation &amp; Feedback sessions).</li> <li>• Funding extra NCT for facilitation of Writing PD (HoD and Literacy Coach).</li> <li>• Daily writing implemented across school and curriculum areas. (Teachers' and students' daily Writing).</li> </ul>	<p>Learning Leading Collaborative Practice workshop – Lyn Sharratt            "Clarity" – Lyn Sharratt            "Putting Faces on the Data: What Great Leaders Do!"- Fullan, M., Sharratt, L. 2012,            "Visible Learning for Literacy"- Fisher, D., Frey, N., Hattie, J.            "Teach like a Champion" - Doug Lemov,            "Explicit Instruction" - Archer &amp; Hughes            ACARA            Literacy Continuum, QLD Education.</p>
<p><b>3. Digital Technologies-PLC</b></p> <ul style="list-style-type: none"> <li>• Whole school action plan for digital technologies implementation across the three school phases including use of resources and curriculum scope and sequence.</li> <li>• Delivery of digital technologies pedagogy.</li> <li>• Networking with other schools to establish coding/robotics club and participate in competitions.</li> <li>• Create competency level checklists to assess achievement and provide baseline data for future comparison with programming.</li> <li>• Digital Technologies lead teacher to coordinate and lead staff professional development and assist in the classroom with implementation of digital resources.</li> </ul>	<p>Australian Curriculum, Assessment and Reporting Authority (ACARA)            Science, Technology, Engineering and Maths (STEM) Ed Studios            Columboola Environmental Education Centre            Qld Minerals and Energy Academy (QMEA) experts.</p>
<p><b>4. Early Years Enhancement</b></p> <ul style="list-style-type: none"> <li>• Early Start testing of all Prep, Year One and Year Two students.</li> <li>• Increasing teacher awareness of incoming Prep students through Transition Statements provided by the Taroom Kindergarten.</li> </ul>	<p>Early Start Assessment Package-QLD.            Prep Transition Statements.</p>

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## Our school will improve student outcomes by

Actions	Costs
<b>2019 School priority – Writing &amp; Reading</b>	<b>\$39 676</b>
<ul style="list-style-type: none"> <li>• Timetabled release for key literacy teacher to develop staff PD.</li> <li>• Timetabled extra NCT for all teachers.</li> <li>• Leading Learning Collaborative Practice PD.</li> <li>• Purchase Evidence Based Research resources for all teachers.</li> </ul>	\$0 Full Time Equivalent (FTE) funded \$35 000 (0.4 FTE school funded) \$2 000 \$2 676
<b>2019 School Priority - STEM (Digital Technologies)</b>	<b>\$10 000</b>
<ul style="list-style-type: none"> <li>• Lead teacher professional development.</li> <li>• Purchase of resources.</li> </ul>	
<b>Ongoing School Priority - Early Years Enhancement</b>	<b>\$10 000</b>
<ul style="list-style-type: none"> <li>• Early Start Assessments teacher release time Term 1 and Term 4.</li> <li>• Pre-Prep Program Term 4.</li> </ul>	\$6 000 \$4 000



**Angela Heslin**  
Principal  
Taroom State School



**Tony Cook**  
Director-General  
Department of Education

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