

Investing for Success

Under this agreement for 2019
Aitkenvale State School will receive

\$395,190*

This funding will be used to

Target	Measures
1. Improve the writing achievement of all students in all Key Learning Areas by 2020.	<ul style="list-style-type: none"> • Baseline/endpoint <ul style="list-style-type: none"> ○ Semester 2, 2018 English A–E data tracking throughout 2019 until 2020. ○ Year 3 NAPLAN Writing 2018 to Year 5 NAPLAN Writing for matched students. • Comparison: <ul style="list-style-type: none"> ○ English %A, %B and %C or better – Compare 2018, 2019, 2020. ○ Year 3 - Year 5 Writing NAPLAN relative gain. ○ Similar Queensland State Schools (SQSS). • Monitoring: <ul style="list-style-type: none"> ○ P–10 Literacy Continuum (writing) used to monitor progress and plan for next steps in student learning (student goals) ○ Use of monitoring circles to track student learning ○ Teacher planning includes evidence of differentiated teaching and learning of writing appropriate to writing demands of different subject/learning areas ○ Records from coaching, observation and feedback activities establish change in teacher practice
2. Improve the reading achievement of all students by 2020.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ English %C or better Prep, Year 1, 2 and 3 (2018) - Baseline ○ English %C or better Prep, Year 1, 2 and 3 (2019) - Tracking ○ English %C or better Prep, Year 1, 2 and 3 (2020) – Endpoint ○ PM Data for Prep, Year 1, 2 and 3 - 2018, 2019, 2020 ○ Year 3 NAPLAN Reading NMS data (2020). • Comparison: <ul style="list-style-type: none"> ○ NAPLAN Reading data from 2018, 2019, 2020 ○ Similar Queensland State Schools (SQSS). ○ Year 3 – Year 5 Reading NAPLAN relative gain. • Monitoring: <ul style="list-style-type: none"> ○ PM Reading data ○ Teacher planning documents and lesson observations ○ Student feedback and work samples ○ Movement on P-10 Literacy continuum ○ Records from coaching, observation and feedback activities establish change in teacher practice
3. Improve the mathematics achievement of all students by 2020.	<ul style="list-style-type: none"> • Baseline/endpoint <ul style="list-style-type: none"> ○ Semester 2, 2018 Mathematics A–E data tracking throughout 2019 until 2020. ○ Year 3 NAPLAN Numeracy 2018 to Year 5 NAPLAN Numeracy for matched students 2020. • Comparison: <ul style="list-style-type: none"> ○ Mathematics %A, %B and %C or better – Compare 2018, 2019, 2020. ○ Year 3 - Year 5 Numeracy NAPLAN relative gain. ○ Similar Queensland State Schools (SQSS). • Monitoring: <ul style="list-style-type: none"> ○ Student progression on the Numeracy Continuum used to monitor progress and plan for next steps in student learning ○ Use of monitoring circles to track student learning ○ Records from coaching, observation and feedback activities establish change in teacher practice

* 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
1. Writing <ul style="list-style-type: none"> Provide professional development and coaching to deepen teachers' understandings of the Australian Curriculum, in order to teach writing within the curriculum, through the use of instructional coaching cycles and professional learning communities. 	<ul style="list-style-type: none"> Fullan, M & Sharratt, L 2012 <i>Putting Faces on the Data: What Great Leaders Do!</i>, Corwin, California, USA. Fisher, D, Frey, N & Hattie, J, 2016, <i>Visible Learning for Literacy</i>, Corwin, California, USA
2. Reading <ul style="list-style-type: none"> Provide professional development and coaching to deepen teachers' understandings of the Australian Curriculum, in order to teach reading within the curriculum, through the use of the instructional coaching cycles and professional learning communities. 	<ul style="list-style-type: none"> Fullan, M & Sharratt, L 2012 <i>Putting Faces on the Data: What Great Leaders Do!</i>, Corwin, California, USA. Fisher, D, Frey, N & Hattie, J, 2016, <i>Visible Learning for Literacy</i>, Corwin, California, USA North Queensland Region priority – 4 Lesson Sequence
3. Mathematics <ul style="list-style-type: none"> Provide professional development and coaching to deepen teachers' understandings of the Australian Curriculum through the use of instructional coaching cycles and professional learning communities. 	<ul style="list-style-type: none"> Fullan, M & Sharratt, L 2012 <i>Putting Faces on the Data: What Great Leaders Do!</i>, Corwin, California, USA. Fisher, D, Frey, N & Hattie, J, 2016, <i>Visible Learning for Literacy</i>, Corwin, California, USA

Our school will improve student outcomes by

Actions – 1. Writing	Costs
Employ a Writing Coach to build staff capability through the use of professional learning communities and instructional coaching cycles to embed consistent evidence based school wide processes.	\$110 000
Actions – 2. Reading	Costs
Employ a Reading Coach to build staff capability through the use of professional learning communities and instructional coaching cycles to embed consistent evidence based school wide processes.	\$110 000
Employ two teacher aides to support the embedding of the Four Lesson Sequence.	\$65 190
Actions – 3. Mathematics	Costs
Employ a STEM Coach to build staff capability through the use of professional learning communities and instructional coaching cycles to embed consistent evidence based school wide processes.	\$110 000



Keith Poulter
Acting Principal
Aitkenvale State School



Tony Cook
Director-General
Department of Education

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