

Investing for Success

Under this agreement for 2020
Aitkenvale State School will receive

\$473,376*

This funding will be used to

Target	Measures
1. Improve the writing achievement of all students in all Key Learning Areas by 2021.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ◦ Semester 2, 2019 English A–E data tracking throughout 2020 until 2021. ◦ Year 3 NAPLAN Writing 2018 to Year 5 NAPLAN Writing for matched students. ◦ Writing checklist diagnostic test. • Comparison: <ul style="list-style-type: none"> ◦ English %A, %B and %C or better – Compare 2019, 2020, 2021. ◦ Year 3 - Year 5 Writing NAPLAN relative gain. ◦ Year 3 and 5 NAPLAN Writing data National Minimum Standard (NMS) and Upper Two Bands (U2B) from 2019, 2020, 2021. • Monitoring: <ul style="list-style-type: none"> ◦ Writing Checklist used to monitor progress and plan for next steps in student learning (student goals). ◦ Meetings every three weeks with individual teachers for data analysis and planning in response to evidence of student work aligned to the Writing Checklist. ◦ Explicit teaching of writing through daily process writing and warm ups aligned to student need. ◦ Records from coaching, observation and feedback activities establish change in teacher practice.
2. Improve the reading achievement of all students by 2021.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ◦ Semester 2, 2019 English A–E data tracking throughout 2020 until 2021. ◦ PM Data for Prep, Year 1, 2 and 3 - 2019, 2020, 2021. ◦ Year 3 NAPLAN Reading 2018 to Year 5 NAPLAN Reading for matched students. • Comparison: <ul style="list-style-type: none"> ◦ English %A, %B and %C or better – Compare 2019, 2020, 2021. ◦ Year 3 – Year 5 Reading NAPLAN relative gain. ◦ NAPLAN Reading data (NMS and U2B) from 2019, 2020, 2021. • Monitoring: <ul style="list-style-type: none"> ◦ PM Reading data. ◦ Meetings every three weeks with individual teachers for data analysis and planning in response to evidence of student work aligned to the student observation checklists. ◦ Teacher planning documents, lesson observations and student observation checklists. ◦ 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 2021.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ◦ Semester 2, 2019 Mathematics A–E data tracking throughout 2020 until 2021. ◦ Year 3 NAPLAN Numeracy 2018 to Year 5 NAPLAN Numeracy for matched students. ◦ Mathematics Number diagnostic test and Early Start. • Comparison: <ul style="list-style-type: none"> ◦ Mathematics %A, %B and %C or better – Compare 2019, 2020, 2021. ◦ Year 3 - Year 5 Numeracy NAPLAN relative gain. ◦ NAPLAN Numeracy data (NMS and U2B) from 2019, 2020, 2021. • Monitoring: <ul style="list-style-type: none"> ◦ Mathematics Checklist used to monitor progress and plan for next steps in student learning (student goals). ◦ Meetings every three weeks with individual teachers for data analysis and planning in response to evidence of student work aligned to the Mathematics Checklist. ◦ Explicit teaching of Mathematics through daily number warm ups aligned to student need. ◦ Records from coaching, observation and feedback activities establish change in teacher practice.



Our initiatives include

Initiative	Evidence-base
<p>Writing</p> <ul style="list-style-type: none"> • Embed the use of Process Writes across the school. • Embed the use of daily warm ups of punctuation and sentence structure aligned to student need based on data. • Embed daily writing within the curriculum. 	<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 • Beringer, VW and Winn, WD 2006, <i>Implications of advancements in brain research and technology for writing development, writing instruction, and educational evolution</i>, in CA MacArthur, S Graham and J Fitzgerald (eds), <i>Handbook of Writing Research</i>, Guilford Press, London, UK. • Derewianka, BM and Christie, F 2008, <i>School Discourse: Learning to write across the years of schooling</i>, Continuum International Publishing Group, London, UK • Graham, S 2006, <i>Strategy Instruction and the Teaching of Writing: A Meta-Analysis</i>, in CA MacArthur, S Graham and J Fitzgerald (eds), <i>Handbook of Writing Research</i>, Guilford Press, London, UK • Derewianka, BM and Christie, F 2008, <i>School Discourse: Learning to write across the years of schooling</i>, Continuum International Publishing Group, London, UK • Newkirk, T and Kittle, P (eds) 2013, <i>Children Want to Write: Donald Graves and the Revolution in Children's Writing</i>, Heinemann, Portsmouth, New Hampshire
<p>Reading</p> <ul style="list-style-type: none"> • Develop staff capability relating to the teaching of reading to ensure a consistent and evidence based approach. • Review and update the process for the teaching of reading, reading intervention and reading extension groups. • Implement and embed the weekly explicit teaching of comprehension strategies and opportunities for students to practice comprehension skills. 	<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 • Rose, J. (2016). <i>The Rose report: Independent review of the teaching of early reading</i>. Retrieved from: https://dera.ioe.ac.uk/5551/2/report.pdf • Hempenstall, K. (March 2016). <i>Read About it: The Scientific Evidence of Teaching Reading</i>. Retrieved from: https://www.cis.org.au/app/uploads/2016/07/rr11.pdf • Dunst, C, Simkus, A, Hamby, D. (2012). Children's Story Retelling as a Literacy and Language Enhancement Strategy. <i>CELL reviews</i> 5(4) • Friend, M. and Bates, R.P. (2014) The union of narrative and executive function: different but complementary. <i>Frontiers in Psychology</i>, 5, 1-12 • Hattie, J. (2009) <i>Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement</i>, Routledge, Oxford • Petersen, D. (2011) A Systematic Review of Narrative-Based Language Intervention with Children Who Have Language Impairment. <i>Communication Disorders Quarterly</i>, 32 (4), 207-220
<p>Mathematics</p> <ul style="list-style-type: none"> • Embed detailed planning processes including the consideration of vocabulary demands. • Embed the expectation of daily mental mathematics computation. • Implement and embed the use of student data to determine student need and teaching focus. 	<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



Actions – 1. Writing	Costs
Employ a Literacy Coach to build staff capability through instructional coaching cycles in order to embed consistent evidence based school wide processes.	\$110 000
Employ an Inclusion Teacher to co-plan and co-teach with classroom teachers to support individual and small groups of students to improve their writing in an inclusive environment.	\$90 000

Actions – 2. Reading	Costs
Employ a Literacy Coach to build staff capability through instructional coaching cycles in order to embed consistent evidence based school wide processes.	\$110 000
Employ two teacher aides to support the continuation of the Four Lesson Sequence.	\$53 376

Actions – 3. Mathematics	Costs
Employ a STEM Coach to build staff capability through instructional coaching cycles in order to embed consistent evidence based school wide processes.	\$110 000



Keith Poulter
Principal
Aitkenvale State School



Tony Cook
Director-General
Department of Education



**Queensland
Government**