

Investing for Success

Under this agreement for 2018

Mitchelton State School will receive

\$155,712*

This funding will be used to

Target

1. Improvement in Literacy (Reading/Writing) and Numeracy (Mathematics) achievement by 2020.

Measures

- Baseline/endpoint:
 - English and Mathematics 80% students achieving C or higher (2017).
 - English and Mathematics 85% students achieving C or higher (2018).
 - English and Mathematics 90% students achieving C or higher (2019).
 - Year 3 NAPLAN Reading NMS data (2019).
- Comparison:
 - English/Mathematics A-E and NAPLAN Reading/Writing/Numeracy NMS/U2B data from Similar Queensland State Schools (SQSS).
- Monitoring:
 - Teacher planning documents and lesson observations
 - Student feedback and work samples
 - English and Mathematics A-E data & NAPLAN data
 - Annual Performance Review (APR) process data.

Our initiatives include

Initiatives

- Enhance the whole school collegial coaching and feedback model based on the strategies of Curiosity and Powerful Learning.
- Continue engagement of Speech Pathologist (0.2) to support early year's oral language development in P-2.
- Increase Head of Curriculum (0.6-1FTE) to lead the implementation of whole school protocols for the teaching and learning of reading, based on the Daily 5/Café framework, and the implementation of Age Appropriate pedagogies through Instructional coaching.
- Continue the implementation of IMPACT to enhance performance of high ability students (U2B)
- Provide access to GEMs training to enhance pedagogical practices for high ability students (U2B).
- Embed the implementation and use of Early Start data to inform teaching and learning across P-2.
- Embed Classroom Profiling as a whole school model for student engagement & effective classroom practice.
- Trial implementation of whole school model for Inclusive practices.

Evidence-base

- Boushey, G & Moser, J, 2009, Daily 5/Café, Stenhouse Publishers, York Maine, USA
<https://www.thedailycafe.com/>
- Sharratt, L, & Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, USA
- Knight, Jim, 2007, Instructional Coaching, Crown Press, USA.
- Knight, Jim, 2012, High Impact Instruction, Crown Press, USA
- Hopkins, D & Craig, W, 2015, Curiosity & Powerful Learning, McRel Int. Melbourne, Vic
- Age Appropriate Pedagogies <https://det.qld.gov.au/earlychildhood/about-us/age-appropriate-pedagogies>

* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



**Queensland
Government**

Our school will improve student outcomes by

Actions	Costs
• TRS and professional development to support whole school collegial coaching and feedback model based on the strategies of Curiosity and Powerful Learning.	\$30 000 (TRS)
• Continue engagement of Speech Pathologist (0.2) to support early year's oral language development in P-2.	\$15 000
• Increase Head of Curriculum (0.6-1FTE) to lead the implementation of whole school protocols for the teaching and learning of reading, based on the Daily 5/Café framework, and the implementation of Age Appropriate pedagogies through Instructional coaching.	\$40 000
• Continue the implementation of IMPACT to enhance performance of high ability students (U2B)	\$12 000 (Sem 1&2)
• Provide access to GEMs training to enhance pedagogical practices for high ability students (U2B)	\$8 000
• Embed the implementation and use of Early Start data to inform teaching and learning across P-2.	\$25 000
• Embed Classroom Profiling as a whole school model for student engagement & effective classroom practice.	\$12 000
• Establish an early years network to provide improved professional partnerships, Learning networks and transition between MSS and our pre-prep providers	\$2 500
• Resourcing to support implementation of explicit improvement agenda in reading, writing and STEAM	\$8 212
• Trial implementation of whole school model for Inclusive practices.	\$3 000
	TOTAL \$ 155 712



Chris Hart
Principal
Mitchelton State School



Tom Steffens
School Council Chair
Mitchelton State School

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