

Investing for Success

Under this agreement for 2020

Anakie State School will receive

\$46,300*

This funding will be used to

- Implement the Australian Curriculum (English) with consistency:
 - Developing three levels of planning for multi-age context utilising learning cycles to ensure year level entitlements
 - Engaging all learners in reading through inclusion and quality planning and teaching

Targets:

- 3 levels of planning aligned to the Australian Curriculum - English
- Increased percentage of students achieving National Minimum Standard (NMS) from 95% in 2019 to 100% in 2020
- Increase the percentage of students achieving A-C in English from 72.75% in 2019 to 90% in 2020
- 100% of teachers planning for differentiation within unit plans

Our initiatives include

Initiatives	Evidence
Developing three levels of planning for multi-age context utilising learning cycles to ensure year level entitlements	
<ul style="list-style-type: none"> - Review and document whole school plan including data plan, year level planning and unit planning. - Develop teacher capability in planning and co-planning for explicit teaching of the Australian Curriculum. - Develop and implement consistent moderation cycles and monitoring teaching of the Australian Curriculum. 	<ul style="list-style-type: none"> - Sharratt, L & Planche, B 2016: Leading Collaborative Learning: Empowering Excellence, Corwin, Thousand Oaks, CA - Donohoo, J 2017: Collective Efficacy: How Educator's Beliefs Impact Student Learning, Corwin, Thousand Oaks, CA
Engaging all learners in reading through inclusion and quality planning and teaching	
<ul style="list-style-type: none"> - Unpack the Big 6 of reading and develop evidence-based and agreed whole school expectations for the planning, teaching and differentiation of reading across the curriculum - Develop agreed pedagogical approaches for teaching reading that are evidence-based - Implement whole school moderation processes with fidelity - Utilise student data to inform the planning and teaching of reading within the curriculum 	<ul style="list-style-type: none"> - Sharratt, L & Fullan, M 2012: Putting FACES on the data: What Great Leaders Do! Corwin, Thousand Oaks, CA - Walpole, S & McKenna, M 2017: How to Plan Differentiated Reading Instruction, New York, The Guildford Press - Cameron, S & Dempsey, L 2019: The Reading Book, S&L Publishing Auckland - Lemov, D, 2010: Teach Like a Champion, Jossey-Bass, SF - Fisher, D., Frey, N & Hattie, J, 2016: Visible Learning for Literacy, Corwin, Thousand Oaks, CA - Westman, L, 2018, Student-Driven Differentiation, Corwin, Thousand Oaks, CA - Konza, D, 2010: Understanding the Reading Process, Edith Cowan University, WA



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Our school will improve student outcomes by

Actions	Costs
Planning, moderation, coaching and feedback time for teaching staff	\$3,600
Employing a Speech Language Pathologist to work with teachers and students to implement oral language and vocabulary	\$10,000
Employing additional teaching staff for classroom support and teacher release to build capability	\$35,530
Total cost (includes 2019 carry forward balance \$2,830):	\$49,130



Melina Kemp
Principal
Anakie State School



Tony Cook
Director-General
Department of Education



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