

Investing for Success

Under this agreement for 2022
Anakie State School will receive

\$41,068*

This funding will be used to

Lead an Inclusive Classroom:

- Developing teachers' data literacy and analysis of data to inform effective teaching and learning

Positive Learning Culture:

- Design and implement our PBL framework with collective ownership.

Targets:

- 100% of teachers identify the universal, targeted and intensive teaching strategies they apply to meet the needs of diverse learners as part of the Collegial Coaching and Feedback Cycle.
- Teachers are using and interacting with the Literacy Continuum as part of the planning process.
- Staff demonstrate an increased confidence in using universal, targeted and intensive teaching strategies.
- 100% of identified students being regularly tracked with documented differentiation to show enacted support
- 12 months growth for all students in literacy as evidenced by the Literacy Continuum
- 85% of students achieving A-C in English, Mathematics and Science
- Staff use student growth and achievement and work samples as evidence of successful teaching and learning
- 85% of students and staff agree that behaviour is well managed (baseline 2021 students 83% and staff 80% SOS).

Our initiatives include

Developing teachers' data literacy and analysis of data to inform effective teaching and learning.

- Professional learning on the use and implementation of the Literacy Continuum
- Utilise data to inform teaching practices to support the implementation of universal, focused and intensive differentiated teaching.
- Develop teacher capability in planning and implementing differentiated curriculum.
- Engage regional expertise to improve teacher ability in differentiating the curriculum.
- Professional learning on establishing Inclusive classrooms and practices.

Evidence-base

Shaddock, A 2014 *Using data to improve learning: A practical guide for busy teachers* ACER Press, Australia.

Sharratt, L and Fullan, M 2012 *Putting FACES on the data: What great leaders do!* Corwin, Thousand Oaks, CA.

Design and implement our PBL framework with collective ownership.

- Building capability of staff in proactive behaviour management strategies, functional behaviour analysis, de-escalation strategies, Trauma Informed Practice.
- Engage regional expertise to improve teacher ability in differentiating the curriculum.

Evidence-base

Parsonson, D., 2012. *Evidence-based Classroom Behaviour Management Strategies*. [online] Available at: <<https://files.eric.ed.gov/fulltext/EJ976654.pdf>> [Accessed 31 March 2022].

National Centre on Intensive Intervention, Centre on Positive Behavioural Interventions and Supports, & Integrated Multi-Tiered Systems of Support Research Network. (2020). *Returning to school: Considerations for students with the most intensive behavioural needs. A guide to supporting students with disabilities, their families, and educators*. Eugene, OR: University of Oregon. www.pbis.org.

Centre for Education Statistics and Evaluation (2020), *Trauma-informed practice in schools: An explainer*, NSW Department of Education, cese.nsw.gov.au



Our school will improve student outcomes by

Providing targeted professional learning on inclusive teaching practices, proactive behaviour and de-escalation strategies, and data analysis to build capability, supported through collaborative moderation processes and collegial engagement framework.	\$ 5,000
Employing additional staff (teacher) for classroom teaching and support.	\$ 36,068
TOTAL	\$ 41,068



Sarah Smith
Principal
Anakie State School



Michael De-Ath
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**Queensland
Government**