

# Investing for Success

Under this agreement for 2018

Anakie State School will receive

**\$52,690\***

## This funding will be used to

Target	Measures
1. Increase the % of students achieving a C or above in English.	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ English %C or better Y2, Semester 2 (2017).</li> <li>○ English %C or better Y3, Semester 1 (2018).</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Movement on P-10 Literacy continuum.</li> <li>○ English A -E data.</li> <li>○ Unit planning and intervention.</li> <li>○ Moderation practices.</li> </ul> </li> </ul>
2. Increase % of our P-2 students achieving the appropriate Cluster using the Literacy Continuum by the end of 2018.	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ Early Start – P-10 Literacy continuum: On entry 2018 - Sem 2 2018.</li> <li>○ On entry speech pathologist's screeners.</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Distance travelled compared historically (by student) for same length of teaching time (1 year).</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Staff feedback on relevance and impact of professional learning QKindy, Foundation Q, MiniLit.</li> <li>○ P-10 Literacy continuum monitoring.</li> <li>○ Case management records.</li> <li>○ Student work samples.</li> <li>○ Use of Speech Pathologists intervention program.</li> </ul> </li> </ul>
3. Increase whole school attendance whilst decreasing students achieving less than 85% attendance.	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ Attendance data 2017-2018.</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Improvement data 2017-2018.</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Implementation of AIP strategies.</li> <li>○ Attendance rate of Whole school and 85% or less students.</li> <li>○ Case management records.</li> </ul> </li> </ul>

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



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Government**

## Our initiatives include

Initiative	Evidence-base
<ul style="list-style-type: none"> <li>Developing a plan for monitoring early phase literacy, including the schedule of Early Start assessments, opportunities for professional conversations regarding student progress and strategies for intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Sharratt, L and Fullan, M 2012 <i>Putting FACES on the data: What great leaders do!</i> Corwin, Thousand Oaks, CA</li> <li>Timperley, H 2011 Using student data for professional learning: focusing on student' outcomes to identify teachers' needs (online).</li> <li>Fisher, D, Frey, N and Hattie, J. Visible Learning for Literacy – Implementing practices that work best to accelerate students learning. Corwin, Thousand Oaks, CA.</li> </ul>
<ul style="list-style-type: none"> <li>Developing a shared understanding of 'data literacy' and support teachers and leadership teams to effectively use data to inform targeted teaching.</li> </ul>	
<ul style="list-style-type: none"> <li>Implementing framework for the teaching of vocabulary across all KLA's to build content knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Archer, AL and Hughes, CA 2011 <i>Explicit instruction: Effective and Efficient Teaching</i> Guildford Press, NY.</li> </ul>

## Our school will improve student outcomes by

Actions	Costs
Providing classroom teachers with increased Teacher Aide support to assist with intervention and support strategies, small group intervention and general curriculum delivery.	HR \$30,416
Providing targeted professional learning supported by planning, modelling, observation and feedback processes.	PD \$6,000
Using Early Start materials across Prep to Year 2 to inform teaching, learning and resourcing, and to track progress.	TRS \$1,000
Purchasing of Speech Language Pathologist.	HR \$10,000
Purchasing of Professional Reading Resources to build teacher knowledge of above evidence based practices.	Res \$1,000
<b>Total</b>	<b>\$48 416</b>



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Principal  
Anakie State School



**Patrea Walton**  
A/Director-General  
Department of Education

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