

Investing for Success

Under this agreement for 2020 Everton Park State School will receive

\$155,249*

This funding will be used to

Reading:	NMS:	Year 3:	In 2019: 100% maintain in 2020 to 100%
		Year 5:	In 2018: 98.7% increase in 2020 to 100% (cohort data)
	U2B:	Year 3:	In 2019: 70.1% increase in 2020 to 75%
		Year 5:	In 2018: 63.2% increase in 2020 to 70% (cohort data)
Writing:	NMS:	Year 3:	In 2019: 98.5% increase in 2020 to 100%
		Year 5:	In 2018: 94.7% increase in 2020 to 100% (cohort data)
	U2B:	Year 3:	In 2019: 57.4% increase in 2020 to 70%
		Year 5:	In 2018: 26.7% increase in 2020 to 40% (cohort data)
English:	A-C:	Semester 1:	In 2018: 85%; in 2019: 85.8% increase in 2020 to 90%
		Semester 2:	In 2018: 87.5%; in 2019: 87.2% increase in 2020 to 90%

Terms:

NMS refers to National Minimum Standard in NAPLAN testing

U2B refers to Upper Two Bands in NAPLAN testing

A-C refers to five point marking scale (A, B, C, D, E)

Our initiatives include

- **Coaching and Mentoring:**
 - Continue to develop capacity and capability of staff through regular, timetabled instructional and peer coaching and mentoring to ensure consistent practices in literacy.
 - Strengthen collegial culture by providing formal and consistent opportunities for staff members to plan, share, celebrate and learn from each other's practices.
- **English:**
 - Continue to implement the Gradual Release of Responsibility of Teaching and Learning Model with a focus on best practice in reading and writing.
 - Further develop teachers' repertoires of practice to identify the high-yield teaching strategies that will most effectively facilitate deep learning and engage and challenge students.
 - Continue to focus on reducing variability of A-E data through the teaching and learning cycle, using moderation for receptive and productive tasks as co-verification.
- **Curriculum and Pedagogy:**
 - Continue to collaboratively develop a whole-school curriculum plan to guide sequenced and coherent implementation of the AC across the school.
 - Continue to support students with a disability to ensure practices are inclusive and supportive of individual needs.
 - Continue to collaboratively develop units and teaching sequences within the curriculum to engage, extend and provide challenge to students.



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- **Data Literacy and Formative Assessment:**
 - Continue to develop data literacy to identify students for case management, differentiation, targeted intervention and extension.
 - Continue to utilise and develop the practices of formative assessment (feed-up, feedback and feed forward).
- **Wellbeing and Learning using Collaborative Learning:**
 - Embed whole-school Learning and Wellbeing Framework to effectively support students to be self-managed and engaged in learning.

Evidence Base: The Australian Toolkit of Teaching and Learning - <http://evidenceforlearning.org.au/the-toolkit/>

Strategy	Impact on learning – Effect Size	School Priority for 2020
Feedback	+ 8 months	Data Literacy and Formative Assessment
Metacognition and self-regulation	+ 7 months	Curriculum and Pedagogy
Reading Comprehension Strategies	+ 6 months	English – Linking Reading and Writing
Collaborative Learning	+ 5 months	Learning and Wellbeing
Oral Language Interventions	+ 5 months	English – Speaking and Listening
Early Years Intervention	+ 5 months	English - Reading
Social and Emotional Learning	+ 4 months	Learning and Wellbeing

Our school will improve student outcomes by

<ul style="list-style-type: none"> • Continuing to develop units and teaching sequences within the curriculum that engage, extend and provide challenge to students through teacher release for collaborative year level planning days. • Supplementing the funding of a Coach to lead and support the development and implementation of a collaborative curriculum and reading and writing practices across the school. • Embedding and resourcing the framework for formalised coaching and mentoring using teacher release to develop capacity within the school and with other schools. • Continuing to increase capability and capacity around Formative Assessment Practices through professional reading and professional learning. • Increasing targeted intervention with a focus on early years utilising additional Teacher Aide support. 	\$135,249
<ul style="list-style-type: none"> • Embedding curriculum opportunities for the General Capabilities: Personal and Social Capabilities and Critical and Creative Thinking Capabilities through the development of a common language and implementation of Collaborative Learning and a Wellbeing Framework, utilising programs that include The Get Happier Project, Play is the Way and Kagan Co-operative Learning. 	\$20,000



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