

Investing for Success

Under this agreement for 2019
Givelda State School will receive

\$7,178*

This funding will be used to

Target	Measures	Targets
1. Increase number of students achieving results in the Upper Two Bands for writing (NAPLAN) through improving writing skills across P-6	<p>Baseline Data</p> <ul style="list-style-type: none"> A-E Level of Achievement in spelling for current Year 1-6 students (baseline – Sem 1, 2019) Teacher Assessment 'for' learning proficiency scale (baseline 2019 End of Term 1) Progressive Assessment Tests – Spelling (PAT-S)Tested Term 4 2018 (Scale Score identified) <p>Comparison</p> <ul style="list-style-type: none"> historical students A-E Semester 2 improvement data for years 2017-2018 compared to A-E Semester 1 (2020) 2019 & 2020 student PAT-S Scale Score results compared to Australian College Educational Research (ACER) PAT-S standardised expected norms (measured through effect size) 2018 Student PAT-S % correct compared to 2019 PAT- S % Correct <p>Interim Indicators</p> <p>Staff Capability Development Indicators</p> <ul style="list-style-type: none"> - <i>Teacher rating survey</i> – teacher self-reflect on the usefulness of capability development activities (coaching/mentoring, lesson observation/feedback, book club, professional development, collaborative Professional Learning Community (PLC) sessions, (End of Term 4) - Assessment Proficiency Scale – Interim assessment (End of Term 3) - Records from lesson observations/peer observations and coaching in staff professional development books (against agreed upon Success Criteria) - Records detailing actions and learning plans from staff capability activities in staff professional development books (ongoing) - PLC protocols observed (ongoing) - Evidence of teacher planning (modification to units of work/weekly planning) (ongoing) <p>Improved Student Outcomes Indicators</p> <ul style="list-style-type: none"> - Evidence of student improvement 	<p>Short term – Targets</p> <p>100% of P-6 students achieving spelling realted critical aspects on marking guides of English Assessments.</p> <p>Ongoing formative and summative tasks weekly for more than 70% accuracy at level.</p> <p>Long term - Targets</p> <p>YEAR 1 – 100% Year 1 students by the end of 2019 to achieve mean average scale score in PAT-S.</p> <p>YEAR 3</p> <p>PAT - 50% Year 3 students by the end of 2019 to achieve mean average scale score in PAT-S. 50% exceed mean average scale score.</p> <p>YEAR 4</p> <p>PAT - 50% Year 4 students by the end of 2019 to achieve mean average scale score in PAT-S and 50% to exceed mean average scale score.</p> <p>YEAR 5</p> <p>PAT - 50% Year 5 students by the end of 2019 to achieve mean average scale score in PAT-S.</p> <p>YEAR 6</p> <p>PAT - 100% Year 6 students by the end of 2019 to achieve mean average scale score in PAT-S.</p> <p>National Assessment Program – Literacy and Numeracy</p>

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



	<p>(assessment/monitoring tasks) (ongoing)</p> <p>Outcome Measures Endpoint Data</p> <ul style="list-style-type: none"> - A-E Level of Achievement in English - Writing for current year 1-6 students (baseline – Semester 1, 2020) - Teacher Assessment 'for' learning proficiency scale (baseline 2019 Term 4) - PAT-S Tested Term 4 2020 (Scale Score identified) <p>Comparison</p> <ul style="list-style-type: none"> - historical students A-E Semester 2 improvement data for years 2016-2018 compared to A-E Semester 2 (2019) - 2019 & 2020 student PAT-S Scale Score results compared to ACER PAT-S standardised expected norms (measured through effect size) - 2019 Student PAT-S % correct compared to 2018 PAT-S (Number strand) % Correct 	<p>(NAPLAN)</p> <p>YEAR 5 NAPLAN – 100% of year 5 students reaching national minimum standard or higher for spelling (Spelling, Grammar and Punctuation and Writing).</p>
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Our initiatives include

Initiative	Evidence-base
<p>To improve the writing achievement of all students at Givelda State School - in particular phonics demands of Australian Curriculum (AC), through:</p> <ul style="list-style-type: none"> - the provision of high quality, curriculum aligned learning experiences - Using a range of measures aligned to the AC to tailor learning experiences - selecting and using a range of Age Appropriate Pedagogies (AAP). 	<p>Initiative: Access Professional Development,(PD) establish PLCs and engage staff in coaching/mentoring to build teacher capability</p> <ul style="list-style-type: none"> - Embedded Formative Assessment (Williams, 2011) <i>"...we need to give teachers a choice of how to go forward, need to give them flexibility, provide small steps, make them accountable for making changes and give them support in making those changes"</i> - Leading Collaborative Learning (Sharratt, 2016) - AAP – AAP for the early years of schooling foundation paper – Griffith University – Education QLD – Professor Julie Dunn, Dr Elizabeth Wheely

Our school will improve student outcomes by

Actions	Costs
<ul style="list-style-type: none"> • Teacher Relief Scheme – External moderation/Early Years coach - \$1000 • Weekly staff meeting • PLC – book club \$100 • Teacher Aide (TA) professional development - \$500 • Cross school mentoring - \$1000 • TA support in classroom for identified students - \$4578 	<p>\$7178</p>



Kathryn Lavender
Principal
Givelda State School



Tony Cook
Director-General
Department of Education

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