

Investing for Success

Under this agreement for 2018

Dimbulah State School P-10 will receive

\$90,747*

This funding will be used to:

Target	Measures
1. Improve the writing achievement of upper primary and junior secondary students by 2019.	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> 2017 Mean Scale Score (MSS) - Year 5: 444.5, Year 7: 481.2 2018 MSS: Year 5 - 455, Year 7 - 490 2019 MSS: Year 5 - 465, Year 7 - 500. <p>Comparison:</p> <ul style="list-style-type: none"> English % 'A', % 'B' and % 'C' or better Year 5 and 7 MSS (break down into writing components) Year 5-7 Writing NAPLAN relative gain. <p>Monitoring:</p> <ul style="list-style-type: none"> P-10 Literacy Continuum (writing) used to monitor progress (vocabulary focus) Interim and end semester report card data Records from coaching, observation, feedback and planning discussions to establish change in teacher practice NAPLAN Writing and English A-E correlation (Year 5 and 7) Intra-school and inter-school moderation.
2. Increase the % of students achieving a 'C' or above in Maths in Years 5 and 6 to 85%.	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> 2017 'C' or above Semester 2: Year 5 - 70%, Year 6 - 77% 2018 'C' or above Semester 2: Year 5 - 85%, Year 6 - 85%. <p>Comparison:</p> <ul style="list-style-type: none"> Maths % 'A', % 'B', % 'C' or better Year 5 NAPLAN Numeracy MSS. <p>Monitoring:</p> <ul style="list-style-type: none"> CAMS and STAMS tracking data Interim and Semester 2 report card data NAPLAN Numeracy and Maths A-E correlation (Year 5).
3. Increase the % of students above NMS for Reading in Years 3, 5, 7 and 9 to 100%.	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> 2017 above NMS: Year 3 - 100%, Year 5 - 100%, Year 7 - 100%, Year 9 - 93.8% 2018 above NMS – 100% all students in Years 3, 5, 7 and 9. <p>Comparison:</p> <ul style="list-style-type: none"> Year 3, 5, 7 and 9 A–E Semester 1 data Dimbulah State School NAPLAN Numeracy % at or above NMS Similar Queensland State Schools (SQSS). <p>Monitoring:</p> <ul style="list-style-type: none"> CARS and STARS tracking data Records from coaching, observation, feedback and planning discussions to establish change in teacher practice NAPLAN Numeracy and Semester 1 Maths A–E correlation (Year 3, 5, 7 and 9).

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



Our initiatives include:

Initiative	Evidence-base
<p>1.</p> <ul style="list-style-type: none"> Develop and implement a whole school approach to teaching writing (aligned to and including engagement with, <i>How to Teach Writing one sentence at a time</i>). Developing staff knowledge and understanding of the P-10 Literacy continuum (key focus on vocabulary) and the Australian Curriculum Literacy achievement standards, by combining structured common planning time and robust intra-school and inter-school moderation. 	<ul style="list-style-type: none"> Archer, AL & Hughes, CA 2011, <i>Explicit instruction: Effective and Efficient Teaching</i>, Guildford Press, NY. Fisher, D, Frey N & Hattie J 2016, <i>Visible learning for literacy: Implementing the practices that work best to accelerate student learning</i>, Corwin Literacy, CA. Hattie, J & Anderman, EM (eds) 2013, <i>International Guide to Student Achievement</i>, Routledge, NY.
<p>2.</p> <ul style="list-style-type: none"> Build staff capacity in the delivery (and consistency of application) of CAMS and STAMS across Years 2-6. Foster a culture of peer observations, feedback and coaching around the explicit delivery of CAMS and STAMS. 	<ul style="list-style-type: none"> Hattie, J & Anderman, EM (eds) 2013, <i>International Guide to Student Achievement</i>, Routledge, NY. Sharratt, L & Fullan, M 2012, <i>Putting FACES on the data: What great leaders do!</i> Corwin, Thousand Oaks, CA.
<p>3.</p> <ul style="list-style-type: none"> Increase staff capacity (and consistency of application) in using the CARS and STARS strategies for reading comprehension across all year levels at Dimbulah State School. Regular and ongoing in-house planning workshops to further develop teacher capacity to efficiently develop units that align to the Australian Curriculum and incorporate the P-10 Literacy Continuum, with a goal to increased student engagement across all learning areas. 	<ul style="list-style-type: none"> Hattie, Fisher & Frey 2016, <i>Visible learning for literacy: Implementing the practices that work best to accelerate student learning</i>, Corwin Literacy, CA. Archer, AL & Hughes, CA 2011, <i>Explicit instruction: Effective and Efficient Teaching</i>, Guildford Press, NY.

Our school will improve student outcomes by:

Actions

- Common planning time for primary staff (weekly access to Head of Curriculum).
- Additional release time for secondary staff.
- Teacher release time to build capacity (planning and assessment, vocabulary and place value).
- Planning workshops.
- Teacher release time for cluster moderation.
- Additional aide time for FLP rotations.
- Additional aide time for individual support (reading and writing).
- Teacher aide release time to build capacity (reading and vocabulary).
- Full staff professional development (Engaging students with reading barriers - SPELD).

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Actions	Costs
Human Resources <ul style="list-style-type: none"> • Head of Curriculum purchase. • Primary music teacher. • Teacher aide purchases. • Release (teachers and teacher aides). 	\$83 310
Physical Resources <ul style="list-style-type: none"> • Additional CAMS and STAMS kits. • Secondary class texts. • SPELD school resource kits. 	\$7 437
TOTAL	\$90 747



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