

Investing for Success

Under this agreement for 2019
Redbank State School will receive

\$163,198*

This funding will be used to

Target	Measures
1. Improve the writing achievement of students in English by 2019. 2. Increase the % of students gaining a C or better in English from 58% Sem 2, 2017 to 75% in Sem 1 2019.	<ul style="list-style-type: none"> • Basepoint/Endpoint: <ul style="list-style-type: none"> ○ English %C or better 2017 ○ English % C or better 2018 ○ English %C or better 2019 ○ Year 3 NAPLAN Writing National Minimum Standard (NMS) data (2019) ○ Year 5 NAPLAN Writing NMS data (2019) • Comparison: <ul style="list-style-type: none"> ○ English A-E and NAPLAN writing NMS from Similar Qld Schools (SQSS) • Monitoring: <ul style="list-style-type: none"> ○ Classroom walkthroughs and lesson observations. ○ Use of achievement data from Whole School Writing Task. ○ English A-E data. ○ Moderation of assessment tasks.
3. Increase the % of students who achieve Reading levels at or above the Metropolitan Regional Benchmarks from 67% in 2018 to 80% in 2019.	<ul style="list-style-type: none"> • Basepoint/Endpoint: <ul style="list-style-type: none"> ○ Diagnostic Assessments Sem 2 2018 to Sem 2 2019 • Comparison: <ul style="list-style-type: none"> ○ Year level comparison using Metropolitan Regional Benchmarks. ○ Distance travelled, compared historically by student, for same length of teaching time (1 year). • Monitoring: <ul style="list-style-type: none"> ○ Staff feedback on relevance and impact of professional learning. ○ Student engagement and behaviour monitored. ○ Case management records. ○ Diagnostic assessments. ○ Whole School Reading Data Wall monitoring.

* 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.



Our initiatives include

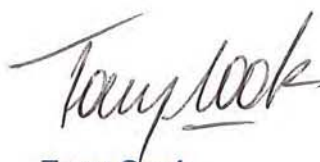
Initiative	Evidence-base
<p>Developing and implementing a whole school approach to teaching writing (aligned to and including engagement with the <i>Seven Steps to Writing</i> program).</p> <p>Embedding the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning.</p> <p>Developing a shared understanding of 'Data Literacy' and supporting teachers and leadership team to effectively use data to inform targeted teaching, particularly in the area of reading and writing.</p> <p>Providing ongoing support to classroom teacher and teacher-aides to implement and develop data driven strategies in order to improve student outcomes.</p> <p>Maintaining an uninterrupted Literacy Block across the school to ensure consistency of pedagogical practices, as outlined in the Pedagogical Framework.</p>	<ul style="list-style-type: none"> Sharratt, L, & Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, USA Troen, V, & Boles, K, 2012, The Power of Teacher Teams, Corwin, California, USA

Our school will improve student outcomes by

Actions	Costs
Employing a Pedagogical Coach (0.4) to support teachers in the effective teaching of Reading and Writing.	Teacher \$47,000
Employing teacher aides to continue supporting identified students in Levelled Literacy Intervention as well as supporting classroom Literacy Blocks.	T/Aides \$116,198
TOTAL	\$163,198



Craig Pearen
Principal
Redbank State School



Tony Cook
Director-General
Department of Education

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