

# Investing for Success

Under this agreement for 2018  
Redbank State School will receive

**\$163,198\***

This funding will be used to

Target	Measures
<p>1. Improve the writing achievement of students in English by 2019</p>	<ul style="list-style-type: none"> <li>• Basepoint/Endpoint:               <ul style="list-style-type: none"> <li>○ English % C or better 2017</li> <li>○ English % C or better 2018</li> <li>○ English % C or better 2019</li> <li>○ Year 3 NAPLAN Writing National Minimum Standard (NMS) data (2019)</li> <li>○ Year 5 NAPLAN Writing NMS data (2019)</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ English A-E and NAPLAN writing NMS from similar Qld Schools (SQSS)</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Classroom walkthroughs and lesson observations</li> <li>○ Use of achievement data from Whole School Writing Task</li> <li>○ English A-E data</li> <li>○ Moderation of assessment tasks</li> </ul> </li> </ul>
<p>2. Increase the percentage of students who achieve Reading levels at or above the Metropolitan Regional Benchmarks by the EOY 2018</p>	<ul style="list-style-type: none"> <li>• Basepoint/Endpoint:               <ul style="list-style-type: none"> <li>○ Diagnostic Assessments Semester 2, 2017 to Semester 2, 2018</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Year level comparison using Metropolitan Regional Benchmarks</li> <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.</li> <li>○ Student engagement and behaviour monitored.</li> <li>○ Case management records.</li> <li>○ Diagnostic assessments.</li> <li>○ Whole School Reading Data Wall monitoring</li> </ul> </li> </ul>



## 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 areas of reading and writing</p> <p>Providing ongoing support to classroom teachers 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"> <li>• Sharratt, L, &amp; Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i> Corwin, California, USA</li> <li>• Troen, V, &amp; Boles, K, 2012 <i>The Power of Teacher Teams</i> Corwin, California, USA</li> </ul>

## Our school will improve student outcomes by

Actions	Costs
<p>Providing TRS to enable teachers/leaders to engage in collaborative data inquiry, action learning, classroom visits and professional conversations</p>	<p>TRS : <b>\$8,000</b></p>
<p>Employing a student wellbeing officer to work with the school community (students, teachers, parents, elders) to increase student attendance and engage parents in their child's learning</p>	<p>SWO : <b>\$32,598</b></p>
<p>Employing teacher aides to continue supporting identified students in Levelled Literacy Intervention as well as supporting classroom Literacy Blocks.</p>	<p>T/Aides : <b>\$112,600</b></p>
<p>Providing targeted professional development (including Seven Steps to Writing) supported by planning, modelling, observation and feedback processes</p>	<p>Professional Development : <b>\$10,000</b></p>





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