

# Investing for Success

Under this agreement for 2019  
Elliott Heads State School will receive

**\$55 168\***

## This funding will be used to

Target	Measures
1. Improve the writing achievement of all students in English, by 2020.	<ul style="list-style-type: none"> <li>• Baseline/endpoint               <ul style="list-style-type: none"> <li>○ Semester 2 English 2018</li> <li>○ Y3 / Yr 5 National Assessment Program – Literacy and Numeracy (NAPLAN) Writing</li> <li>○ English, %A, %B and %C or better</li> <li>○ Y3-Y5 Writing NAPLAN relative gain</li> <li>○ Similar Queensland State Schools (SQSS).</li> <li>○ Whole School writing sample</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ P-10 Literacy Continuum (writing) used to monitor progress and plan for next steps in student learning</li> <li>○ Staff satisfaction levels with Professional Learning Communities (PLC) content and delivery</li> <li>○ Teacher planning includes evidence of differentiated teaching and learning of writing appropriate to writing demands of different subject/learning areas</li> <li>○ Records from coaching, observation and feedback activities establish change in teacher practice</li> <li>○ Interim report card data.</li> </ul> </li> </ul>
2. Create inclusive opportunities for all students to reach their potential as successful learners; identify and support top students, SWD, indigenous and at-risk students.	<ul style="list-style-type: none"> <li>• Inclusion Policy               <ul style="list-style-type: none"> <li>○ Individual Learning Plans</li> <li>○ Individual Curriculum Plan (ICP) Collaborative Planning Teachers &amp; Student with Disabilities (SWD)</li> <li>○ Student Support Meetings</li> <li>○ Curriculum Leader – Upper 2 Bands extension</li> <li>○ Early Start</li> <li>○ Employ 'Community Education Counsellor'</li> </ul> </li> <li>• 100% Staff Engaged in Professional Development</li> <li>• Assessment tasks cater for diverse needs of learners</li> <li>• 100% of teachers involved in data analysis conversations               <ul style="list-style-type: none"> <li>○ 100% completion of Individual Curriculum Plans, Individual Support Plans and Educational Support Plans</li> </ul> </li> </ul>
3. Development of an 'Expert Writing Coach' (Curriculum Leader) to ensure sustainability of best practice in teaching writing	<ul style="list-style-type: none"> <li>• 100% staff participate in PLC</li> <li>• 100% staff participate in Walkthroughs/Observations</li> <li>• Curriculum Leader to work with Central Queensland University (CQU) Partners to become 'Expert Writing Coach'</li> </ul>

\* 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
1. Professional learning communities engage regional expertise to improve teacher ability to identify the writing (and reading) demands of the Australian Curriculum.	<ul style="list-style-type: none"> <li>Fullan, M &amp; Sharratt, L 2012, Putting Faces on the Data: What Great Leaders Do!, Corwin, California, USA.</li> <li>DuFour, R and DuFour, R 2012, The School Leader's Guide to Professional Learning Communities at Work, Hawker Brownlow Education, Victoria.</li> <li>Clarity – what happens most in learning, teaching and leading by Lyn sharratt.</li> </ul>
2. Teachers will engage in 'Action Research' projects to reflect on writing instruction, collect and analyse data, and use the data to inform their practice.	<ul style="list-style-type: none"> <li>Partnership with CQU</li> <li>Support from 'Curriculum Leader'</li> <li>Sheena Cameron Writing</li> </ul>

## Our school will improve student outcomes by

Actions	Costs
Professional learning communities engage in-house and regional expertise to improve teacher ability to identify writing (and reading) demands of units of work. Regional Pre-moderation & Post moderation each term.	Teacher Relief Scheme - TRS \$7744
Facilitate a Curriculum Leader role to: Provide support for responsive teaching based on analysis and discussion of curriculum-aligned through planning, modelling, observation and feedback processes, and timely access to data. (0.6 FTE (Full Time Equivalent) - 0.14 IAS & 0.46 support staffing allocation)	0.14 FTE school-based curriculum leader \$12965
Employ a local Aboriginal and Torres Strait Islander (ATSI) community member to be a 'Community Education Counsellor' 21 hours per week	Community Education Counsellor 0.55 FTE CEC:CC1/01 \$23000 – IAS (+\$5698.89 from 202500 Cost Centre)
Teacher Aide – Support Students on ICP – Reading & Writing	0.21 FTE (8 Hrs per wk) Casual \$11459



**Nichola Lister**  
Principal  
Elliott Heads State School



**Tony Cook**  
Director-General  
Department of Education

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