

Investing for Success

Under this agreement for 2018
Kuraby State School will receive

\$276 324*

This funding will be used to

Target	Measures
1. Develop and align curriculum frameworks and models to Version 8 Australian Curriculum with a focus on English.	<ul style="list-style-type: none"> • Baseline: • Initial survey baseline data around teacher's knowledge (anonymous) and understanding of Australian Curriculum, assessment practices and use of data. • Initial use of AITSL reflection tool to support teacher's in development of APRs. • Strategies: • Strengthen and refine English planning days to include identification of literacy demands in English units. • Deliver ongoing PD on English Learning Area V8 (rationale, aims, integrity, intent, content, Achievement Standard) as per school's implementation plan. • Continue to develop a shared understanding of the qualities of student work described in the Achievement Standards and the marking guides, through calibration and moderation practices at both school and cluster levels. • Continue implementation of data cycles, data walls and case studies aligned to Metro reading benchmarks and evidence-based practices (Sharratt) • Monitoring: • Correlation of Semester 1 and Semester 2, 2017 English A-E data. • Triangulation of 2017 English A-E data, NAPLAN and school reading data. • 98% of students in P-6 achieving NMS from Metro regional benchmarks each term. • 40% P-3 students & 30% Yrs 4-6 students achieving U2B from Metro regional benchmarks each term.
2. Deepen teacher knowledge & understanding of the Australian Curriculum (English).	<ul style="list-style-type: none"> • Baseline: • Initial evidence of teacher's pedagogical practices using coaching data. • Random sampling of student English

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	<p>summative tasks and folios through expert moderation by DP/HOCs, to ensure validity, reliability and comparability.</p> <ul style="list-style-type: none"> • Analysis and discussions about current cohort English A-E data, NAPLAN and reading data (triangulation), to check correlations and validity between semesters. • Kuraby P-6 Reading Achievement data • • Strategies: <ul style="list-style-type: none"> • Refine current whole-school pedagogical framework to reflect initiatives and evidence-based practices. (learning intentions, success criteria, bump-it-up walls) • Teaching of literacy to include the reciprocity between reading and writing within pedagogical practices. • Implement coaching model to embed effective planning, curriculum, assessment, pedagogical, moderation and reporting practices. • Programs including Early Start, Pre-Prep and playgroup aligned to Literacy Continuum, to be used as a resource with the Australian Curriculum. • Monitoring: <ul style="list-style-type: none"> • A-E English targets 75% of students attaining C or above, Sem 1 2018 (<i>Yr 4 - 2018 target group</i>) • 100% of teacher's <u>enacting</u> the intended knowledge and understanding of AC English, through planning, pedagogy, assessment and reporting practices. Use of AITSL reflection tool to support APRs.
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Our initiatives include

Initiative	Evidence-base
1. Establish the roles and responsibilities for HOC's, administrators and specialist teachers to implement a strategic English curriculum focus.	<ul style="list-style-type: none"> • National School Improvement Tool • Evidence Hub/Standards of Evidence • Literacy Hub • Whole-school approach to teaching reading • Dimensions of Teaching & Learning • Lyn Sharratt 14 Parameters • Visible Learning Literacy (Fisher & Frey) • Rigorous Reading (Fisher & Frey)
2. Establish effective school processes, including continuing case management and initiating	<ul style="list-style-type: none"> • Sharratt, L, & Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, USA • DuFour, R and DuFour, R 2012 The School Leader's

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professional learning teams (PLTs).	Guide to Professional Learning Communities at Work Hawker Brownlow Education, Victoria.
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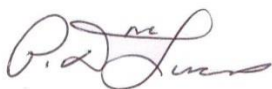
Our school will improve student outcomes by

1.

Actions	Costs
Provide support for responsive planning, teaching and assessing based on supported analysis and discussion of the Australian curriculum. Processes include co-teaching, coaching, mentoring, modelling, observation and strategic use of data.	1.4 x FTE \$180 000
Professional learning teams engage in-house and regional activities to improve teacher ability to identify literacy demands of units of work with a focus on English and to continually improve pedagogical practice.	0.8 x FTE \$80 000

2.

Actions	Costs
Education Assistants will support students in English.	TRS \$16 324



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Principal
Kuraby State School

Annette Whitehead
A/Director-General
Department of Education

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Queensland
Government