Investing for Success

Under this agreement for 2022
Moreton Downs State School will receive

$428,022*

This funding will be used to

Target	Measures
Ensure the authentic implementation of the Australian Curriculum (focus on English) and increase the percentage of students achieving above a C and increase the percentage of students achieving an A or a B. Tailor instruction to cater for all students.	**Baseline/endpoint:** • Whole school English target 90% C or better; 45% of students A or B. • Whole School Reading targets: 85% at or above year level expectations **Comparison:** • English Level of Achievement (LOA) 2021 to 2022 • NAPLAN reading NMS data from Similar Queensland State Schools (SQSS) • NAPLAN Upper Two Bands (U2B) data from SQSS **Monitoring:** • Professional learning teams • English LOA data • Data walls
Prioritise the delivery of the curriculum through high yield strategies, explicit instruction and the gradual release of responsibility. Tailor implementation for all students.	**Baseline/endpoint:** • English LOA 90% of students achieving a C or above. • Maths LOA 90% of students achieving a C or above. • Science LOA 90% of students achieving a C or above. **Comparison:** • English, science and maths LOA 2021 to 2022 **Monitoring:** • Staff feedback • Teacher planning documents and observations • Professional learning teams • English, science and maths LOA data • Moderation (internal and external)

Queensland Government

Our initiatives include

Initiative	Evidence Base
1. Establish effective school processes and structures to support teachers engaging in professional learning teams (PLT) to share best practice.	• Walpole, S & McKenna, M 2017 *How to Plan Differentiated Reading Instruction*, New York, The Guildford Press. • 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 Guide to Professional Learning Communities at Work*, Hawker Brownlow Education, Victoria.
2. Establish responsive school case-management processes, marker student tracking and inclusive education case support to improve students' outcome data and build teacher capability.	• Stuart, M and Stainthorp, R 2015, *Reading Development and Teaching*. Sage, London. • Sharratt, L, & Fullan M, 2012 *Putting FACES on the Data: What Great Leaders Do!,* Corwin, California, US
3. Provide high quality professional learning opportunities within and beyond the school including: • Provision for coaching for teachers • Regional professional development • Specialised professional development	• Rathvon, N 2008. *Effective School Interventions: Evidence-Based Strategies for Improving Student Outcomes*. Guilford Press. New York. • Sharratt,l & Harlid, G 2015. *Good to Great to innovate.* Corwin, California, US • Van Nieuwerburgh, C 2014.*An Introduction to Coaching Skills: A practical Guide.* Sage. London
4. Establish school-wide processes for engaging in intentional collaboration with sharp alignment to whole-school targets for reading, English, maths and science including within and beyond the school.	• Sharratt,l & Harlid, G 2015. *Good to Great to innovate.* Corwin, California, US • Sharratt, L, & Fullan M, 2012, *Putting FACES on the Data: What Great Leaders Do!,* Corwin, California, US
5. Strenghten intiatives to support student engagement and wellbeing including connection to school, attendance, positive behaviour and support especially students with social and emotional needs.	• Bonnor, C & Caro, J. 2012. *What makes a Good School?* UNSW Press. Sydney. Australia • Claxton, G & Lucas, B 2015. *Educating Ruby: what our children really need to learn*. Crown House. Wales. UK. • Daraganova, G, Mullan, K, and Edwards, B. 2013 *Occasional Paper No. 51 - Attendance in primary school: factors and consequences.* Research Publications Unit Strategic Policy and Research Branch Department of Social Services Canberra ACT
6. Provide additional expert support in the early years to provide early intervention and monitoring of student development.	• Claxton, G & Lucas, B 2015. *Educating Ruby: what our children really need to learn.* Crown House. Wales. UK. • Rathvon, N 2008. *Effective School Interventions: Evidence-Based Strategies for Improving*

Our school will improve student outcomes by

Actions	Costs
Establish a program to support the social and emotional needs of students to increase student wellbeing.	$70,000
Provide for an over-allocation of teacher-aides to support the development of students across the school.	$100,000
Provide additional support for students achieving below a C in English	$60,000
Additional Occupational Therapist and Speech Therapist	$42,000
Provide additional support in the early years	$12,022
Provide additional staff to build capability of leaders, teachers and mentor teachers	$64,000
Provide for case management, curriculum leadership and collective teacher efficacy	$80,000

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Moreton Downs State School

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Director-General
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