

Investing for Success

Under this agreement for 2020
Thangool State School will receive

\$62,619*

This funding will be used to

TARGET	MEASURES
Maintain the alignment of assessment and moderation processes and practices.	<ul style="list-style-type: none"> • 100% teacher engagement in school and cluster moderation processes. • 100% staff using Explicit Instruction, including Lesson Intent and Success Criteria in every lesson • 100% staff using visible learning through co-constructed learning walls.
Develop and implement a deep understanding of the general capabilities Information and Communication Technology (ICT) and literacies.	<ul style="list-style-type: none"> • 100% of classroom teachers implementing Australian Curriculum general capabilities - ICT • Students achieving at or above their cluster level on the Literacy Continuum in the Aspects of Writing and Vocabulary knowledge.
Schedule opportunities for staff to collaboratively analyse student data to plan next steps in teaching and learning.	<ul style="list-style-type: none"> • 100% classroom teachers participating and engaged in school Professional Learning Communities. • >50% A or B results English, Maths and Science • 25% Year 3 in Upper Two Bands (U2B).
Provide challenging learning experiences that further develop literacy and numeracy skills.	<ul style="list-style-type: none"> • Relative Gain similar to or better than the Nation in Writing, Reading, Grammar & Punctuation and Spelling • >85% C or better in Maths and Science • 35% Year 5 in U2B for Writing

Our initiatives include

Initiative	Evidence Base
Improving student outcomes in writing through the implementation of a whole school approach to the teaching and learning of writing.	Sharratt, L & Fullan, M, 2012 Putting FACES on the data: What Great Leaders DO!, Corwin, California, USA Department of Education, 2017 Every Student Succeeding State Schools Strategy 2017-2021 Fisher, D, Frey, N & Hattie, J, 2016 Visible Learning for Literacy, Corwin, California, USA DeWitt, P Collaborative Leadership six influences that matter most 2016
Improving student outcomes through the implementation of a whole school approach to short term and long term data cycles to analyse student progress to inform teaching and learning and case manage students at risk.	Sharratt, L & Fullan, M, 2012 Putting FACES on the data: What Great Leaders DO!, Corwin, California, USA Department of Education, 2017 Every Student Succeeding State Schools Strategy 2017-2021 Fisher, D, Frey, N & Hattie, J, 2016 Visible Learning for Literacy, Corwin, California, USA DeWitt, P Collaborative Leadership six influences that matter most 2016.



Ensure consistency of teacher judgement and accurate reporting against the Australian Curriculum.	Sharratt, L & Fullan, M, 2012 Putting FACES on the data: What Great Leaders DO!, Corwin, California, USA Department of Education, 2017 Every Student Succeeding State Schools Strategy 2017-2021 Fisher, D, Frey, N & Hattie, J, 2016 Visible Learning for Literacy, Corwin, California, USA DeWitt, P Collaborative Leadership six influences that matter most 2016.
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Our school will improve student outcomes by

1.	
ACTION	Cost
Release classroom teachers twice a year to participate in cluster moderation aligned to the four phases of moderation.	TRS x 16 teachers = \$7 115
Provide planning days for all specialist teachers to moderate and discuss teaching and learning aligned with the four phases of moderation.	Teacher Relief Scheme (TRS) x 3 teachers x 1 day x 2 semesters. = \$2 700
Release classroom teachers for half day per term to work with their Professional Learning Community (PLC) to collaboratively analyse student data to plan next steps in teaching and learning.	TRS x 3 teachers x 1 day twice a term x 4 terms = \$10 800
2.	
ACTION	Cost
Employ 0.4 Full Time Equivalent (FTE) technology teacher to support teachers in the teaching of ICT general capabilities as well as allowing for opportunities to release teachers for capability building in the area of data monitoring, analysis, intervention, coaching/feedback through data meetings with the principal every 5 weeks to discuss all students.	0.4 FTE = \$33 700
3.	
ACTION	COST
Employ teacher aide 5.5 hours per week to work with targeted students on individual learning plans to improve literacy and numeracy.	Teacher Aide 5.5 hours per week x 40 weeks = \$8 304



Fiona Byrne
Principal
Thangool State School



Tony Cook
Director-General
Department of Education



**Queensland
Government**