



Investing for Success

Under this agreement for 2022
Pumicestone State School will receive

\$512,751*

This funding will be used to

- Improve teacher capability through focused coaching and professional development to improve student performance through understanding, engagement and implementation of the Australian Curriculum using Pre and Post Moderation and Achievement Standards.
- Build teacher confidence to use a range and balance of research-based pedagogies to deliver the curriculum to students to ensure that 'every child is succeeding'.
- Continue to ensure every student is succeeding through building and maintaining an inclusive school culture.
- Employ personnel, strategies and processes to deliver focused and intensive teaching for students with literacy and numeracy needs identified through Professional Learning Community (PLC).
- Develop a shared understanding of 'data literacy' and support teachers to effectively use data to inform targeted teaching.
- Implement high yield, precise targeted teaching strategies informed by the analysis of student results.
- Continue to rigorously train Teacher Aides (TA) to deliver effective reading intervention focused on decoding and fluency, phonemic awareness, vocabulary development and higher order thinking and comprehension.

Our initiatives include

- Collaboratively work with Head of Department Curriculum (HOD-C), teachers, teacher aides through the use of the gradual release model focusing on reading and comprehension strategies. This will ensure consistency of planning, teaching and learning and ongoing professional development and feedback for teachers, teacher aides and parents/carers in support strategies.
- Collaboratively work with the Deputy Principals, HOSES, HOD-Curriculum, cohort teachers and Enrichment Centre Teachers to enhance curriculum differentiation and strategies for all students (including National Minimum Standards and Upper Two Bands (U2B) in literacy and numeracy, students with disability, students with English as an Additional Language or Dialect (EALD), Indigenous and students requiring adjustments and extension), and provide feedback on programs developed.
- Engage in Pre and Post Moderation process and develop understanding of Australian Curriculum to inform teaching, learning and assessment for all students.
- Provide education for parents of "Step into Prep" students to support the development of oral language and early literacy and numeracy skills at home.
- Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year level achievement standards.



| Initiative | Evidence-base |
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| Continue to deepen capacity and whole school approach to providing quality student instruction and feedback in reading and writing. | <ul style="list-style-type: none"> Sharratt L, Fullan M, 2012, <i>Putting Faces on the Data</i>, Corwin, USA AITSL Vignettes: https://www.aitsl.edu.au/teach/improvepractice/feedback Sharratt L, 2018, <i>Clarity</i>, Corwin, USA |
| Extending a responsive, data-driven targeted teaching and intervention framework to support reading, collaboratively utilising human resources to support achievement of student goals and maximise learning for all learners. | <ul style="list-style-type: none"> Fisher, D, Frey, N, Hattie, J 2016, <i>Visible Learning for Literacy</i>, Corwin, USA Sharratt, L, & Fullan M, 2012, <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, US Assessment and Moderation Hub: https://learningplace.eq.edu.au/cx/resources/file/76fc9c5-4485-4fa1-9981-19073ca3865b/1/index.html |
| Review and refine effective school processes, including case management and professional learning teams (PLCs) | <ul style="list-style-type: none"> DuFour, R, DuFour, R, Eaker, T, Many, T, <i>Learning by Doing: A Handbook for Professional Communities at Work</i>. Hawker Brownlow Sharratt, L, & Harlid, G, 2015, <i>Good to Great to Innovate</i>, Corwin, California, USA Collins, Jim, 2001, <i>Good to Great</i>. Random House, UK |

Our school will improve student outcomes by

| Actions | Costs |
|--|-----------|
| Establish and expand guided reading groups – upskill and employ TAs to support this program through focused intervention and continue and expand intervention for students identified as capable of moving into our A and B in other learning areas. | \$200 000 |
| Embed a culture, climate, processes and protocols of classroom profiles, observation, feedback and “Watching Others Work” to support professional development and encourage reflective practice. | \$ 45 000 |
| Employ early years support teacher / learning support teacher to work alongside teachers to raise the bar in terms of pedagogy, and provide intervention and focused teaching for students requiring additional support through our Professional Learning Community. | \$115 000 |
| Facilitate the Professional Learning Community to focus on team collaboration and pedagogy to support student learning. Supporting staff to be offline for pre and post moderation planning. | \$ 36 751 |
| Employing Digital Pedagogy Coach to focus on embedding technology into the curriculum in a “co-plan, co-teach” model to build capability. | \$115 000 |

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**Queensland
Government**