

Investing for Success

Under this agreement for 2019

Alligator Creek State School will receive

\$117,418*

This funding will be used to

Target	Measures
<p>1. Increase the % of students reaching a C or better in English, Mathematics and Science</p>	<ul style="list-style-type: none"> • Baseline/endpoint <ul style="list-style-type: none"> ○ English %C or better Yrs 1-6, Sem 2 (2018) ○ English % C or better Yrs 1-6, Sem 2 (2019) ○ Mathematics % C or better Yrs 1-6, Sem 2 (2018) ○ Mathematics % C or better Yrs 1-6, Sem 2 (2019) ○ Science % C or better Yrs 1-6, Sem 2 (2018) ○ Science % C or better Yrs 1-6, Sem 2 (2019) • Comparison <ul style="list-style-type: none"> ○ English, Mathematics and Science % A, %B, %C or better over 3 years • Monitoring <ul style="list-style-type: none"> ○ Prep-2 early years' numeracy and literacy used to monitor progress and plan for next steps in student learning ○ Teachers continuing to write 'knows and dos' and backward mapping of units of work to ensure achievement standards are assessed and content descriptors are taught ○ Teacher unpacking of Guide to Making Judgements (GTMJ) to ensure consistency of practice and standards ○ Inclusion of mid-point checks in unit work ○ All moderation including pre and post to determine consistent understanding of the units of work, including in school and across cluster ○ Student understanding of the learning they are undertaking in class for them to take ownership and see the learning journey based on the five questions ○ Learning walls reflecting teaching and learning to ensure success.
<p>2. Increase the % of students reaching National Average and upper 2 bands in Reading and Numeracy.</p>	<ul style="list-style-type: none"> • Baseline/endpoint <ul style="list-style-type: none"> ○ Reading upper 2 bands Yrs 3 and 5 (2018) ○ Reading upper 2 bands Yrs 3 and 5 (2019) ○ Reading National average Yrs 3 and 5 (2018) ○ Reading National average Yrs 3 and 5 (2019) ○ Numeracy upper 2 bands Yrs 3 and 5 (2018) ○ Numeracy upper 2 bands Yrs 3 and 5 (2019) ○ Numeracy National average Yrs 3 and 5 (2018) ○ Numeracy National average Yrs 3 and 5 (2019) • Comparison <ul style="list-style-type: none"> ○ Yrs 3 and 5 National Assessment (NAPLAN) reading and numeracy mean scale and individual scale scores ○ Yr 5 NAPLAN reading and numeracy relative gain • Monitoring <ul style="list-style-type: none"> ○ Formative assessments ○ Curriculum into the Classroom (C2C) assessment tasks

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<p>3. Increase the growth in relative gain in Year 3 to Year 5 in Reading and Numeracy</p>	<ul style="list-style-type: none"> • Baseline/endpoint <ul style="list-style-type: none"> ○ Reading National average Yrs 3 and 5 (2018) ○ Reading National average Yrs 3 and 5 (2019) ○ Reading Mean Scale Score Yrs 3 and 5 (2018) ○ Reading Mean Scale Score Yrs 3 and 5 (2019) ○ Numeracy National average Yrs 3 and 5 (2018) ○ Numeracy National average Yrs 3 and 5 (2019) ○ Numeracy Mean Scale Score Yrs 3 and 5 (2018) ○ Numeracy Mean Scale Score Yrs 3 and 5 (2019) • Comparison <ul style="list-style-type: none"> ○ Yrs 3 and 5 NAPLAN reading mean scale and individual scale scores ○ Yr 5 NAPLAN reading relative gain ○ Yrs 3 and 5 NAPLAN numeracy mean scale and individual scale scores ○ Yr 5 NAPLAN numeracy relative gain • Monitoring <ul style="list-style-type: none"> ○ Teaching of reading pedagogies ○ Embed whole school practices on reading ○ Embed whole school practices in numeracy
<p>4. Increase the % of staff agreeing in "I feel confident engaging all of my students in learning at my school".</p>	<ul style="list-style-type: none"> • Baseline/endpoint <ul style="list-style-type: none"> ○ School Opinion Survey (SOS) S3239 2018 ○ SOS S3239 2019 • Comparison <ul style="list-style-type: none"> ○ Three year trend in SOS staff teaching questions • Monitoring <ul style="list-style-type: none"> ○ Staff satisfaction levels anecdotally ○ Conversation during planning and moderation ○ Professional development opportunities undertaken by staff ○ Feedback from teachers ○ Embedding whole school behaviour management practices and policy ○ Embedding attendance practices ○ Embedding pedagogical practices and policy

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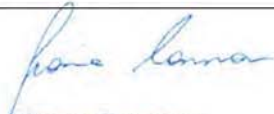


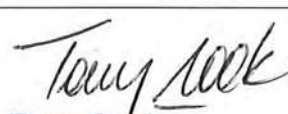
Our initiatives include

Initiatives	Evidence-base
<p>1 Increase teacher capability through the provision of release time to participate in:</p> <ul style="list-style-type: none"> o Collegial visits o Self-reflections of teaching o Watching others work on evidence-based teaching o Collaborative planning, moderation and data analysis informing teaching and learning 	<p>Hattie, J., Fisher, D., & Frey, N., 2016, <i>Visible Learning for Literacy, Grades K-12: Implementing the Practices That Work Best to Accelerate Student Learning</i>, Footprint, California, US</p> <p>Marzano, R., 2007, <i>The Art and Science of Teaching</i>, Hawker Brownlow, Heatherton, Australia.</p> <p>Sharratt, L., Harild, G., 2015, <i>Good to Great to Innovate</i>, Corwin, California, US</p>
<p>2 Implement high impact pedagogies to teach/enact the P-6 Australian curriculum across all Learning Areas, focusing on numeracy.</p>	<p>Sharratt, L., & Fullan M, 2012, <i>Putting FACES on the data: What Great Leaders Do!</i>, Corwin, California, US</p> <p>Douglas B. Fisher, Hattie, J., Frey, N., 2017, <i>Teaching Literacy in the Visible Learning Classroom, Grade K-5</i>, Corwin Literacy, California, US</p>
<p>3. Build collaborative approaches to planning, teaching, assessment and moderation with all staff members</p>	<p>Stebbins, P., 2017, <i>Change: The Fast-track To Sustainable Culture Change</i>, Pete Stebbins, Australia</p> <p>Lencioni, P., 2010, <i>The Five Dysfunctions of a Team: A Leadership Fable</i>, Jossey-Bass, San Francisco, US</p> <p>Ezard, T., 2015, <i>The Buzz: Creating a Thriving And Collaborative Staff Learning Culture</i>, Tracey Ezard, Melbourne, Australia.</p>
<p>4 Provide support time for students with teacher aides</p>	<p>Archer, AL and Hughes, CA 2011 <i>Explicit instruction: Effective and Efficient Teaching</i> Guildford Press, NY.</p>
<p>5 Increase teacher capacity and increase resourcing, embedding digital technologies across all Learning Areas to enhance teaching and learning.</p>	<p>Hattie, J., 2008, <i>Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement</i>, Taylor & Francis Ltd, Great Britain</p>

Our school will improve student outcomes by

Action	Costs
<p>Initiatives 1 & 2: Providing teacher release time and providing professional development opportunities for all staff to build reading and numeracy capacity</p>	\$57,418
<p>Initiatives 3 & 4: Purchasing teacher aide time to support student learning</p>	\$50,000
<p>Initiative 5: Upgrading IT resources within school to accommodate teaching, learning and investigations</p>	\$10,000


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Queensland
 Government