

# Investing for Success

Under this agreement for 2019  
Emerald State School will receive

**\$111,668**

## This funding will be used to

- Improve literacy outcomes for all students, particularly Reading and Writing.
- Build capabilities of teachers and their teaching practices through collegial engagement - (peer observation, feedback, coaching and learning communities).

Agreed Literacy pedagogies are embedded school-wide	
Actions	Targets/Measures
<ul style="list-style-type: none"> <li>• Identify and use short data cycles to monitor progress of students in elements of literacy.</li> <li>• The improvement of writing through the research-based agreed practices for writing at Emerald State School.</li> <li>• All year levels complete writing on demand pieces that provide students with feedback on their writing skills.</li> <li>• Development of agreed practices for the teaching of reading at Emerald State School.</li> <li>• Planning days and moderation to be part of a term cycle to ensure agreed practices are implemented.</li> <li>• Develop processes to explicitly link the analysis and discussion of data, teaching analysis and feedback so as to improve teaching and learning of Reading and Writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ English at C or above – 90%</li> <li>○ Upper Two Bands (U2B) Reading and Writing in Year 3 be above 45% (Currently Reading - 44% and Writing - 42%)</li> <li>○ U2B Reading and Writing in Year 5 be above 35% (Currently Reading - 40% and Writing - 20%)</li> <li>○ Year 3 Closing the Gap in Reading continuing to decline</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ English A–E data from Similar Queensland State Schools (SQSS).</li> <li>○ Comparison National Assessment Program – Literacy and Numeracy (NAPLAN) to the Nation.</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Writing/reading data cycles</li> <li>○ Teacher planning documents and lesson observations</li> <li>○ Student feedback and work samples</li> <li>○ Movement on Prep-10 Literacy continuum</li> <li>○ English A–E data</li> </ul> </li> </ul>
Build staff capabilities of teaching practices of teachers through collegial engagement. (peer observation, feedback, coaching and learning communities)	
<ul style="list-style-type: none"> <li>• Provide Peer Coaching training to all teaching staff.</li> <li>• Implement a professional development strategy to broaden teacher's repertoire of reading strategies.</li> <li>• Consultation and feedback structures are in place and occur in a timely manner through the use of observations and profiling feedback, differentiated coaching and learning through communities to improve teaching practices.</li> </ul>	<b>Coaching</b> <ul style="list-style-type: none"> <li>• 100% teaching team trained in Peer Coaching Queensland Education Leadership Institute (QELi).</li> <li>• 100% teaching staff receive feedback each month.</li> <li>• Consultation with Local Consultative Committee (LCC) and stakeholders is embedded in school calendar.</li> <li>• 100% teaching staff receive observations and feedback.</li> </ul>

## This funding will be used to

Initiative	Evidence-base
Continue implementation of teaching of Writing and implementing this now into Reading with a focus on the improvement of Writing and Reading outcomes for all.	Cameron, S (2009) Teaching Reading Comprehension Strategies. Pearson Australia. Cameron S & Dempsey L (2013) The Writing Book S & L Publishing Auckland.
Building teacher quality and capability through reflective practice and collegial coaching. Providing support through coaching and mentoring for continual professional learning.	Knight, J. (2013). High impact Instruction and The Impact Cycle. California, Corwin. Sharratt, L. & Fullan, M. 2012, Putting faces on the data.
Focus on explicit teaching of resilience through problem solving and the Growth Mindset.	Resilient Youth (2017) Resilient Youth Survey Duckworth, A. (2016) Grit: The Power of Passion and Perseverance

\* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



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## Our school will improve student outcomes by

2019 expected allocation:	\$111,668
Continuing programs	\$ 51,913
<b>TOTAL AVAILABLE</b>	<b>\$163,581</b>

<b>Actions</b>	<b>Costs</b>
School Improvement (Instructional Coaching)	\$ 10,000
Planning and Moderation time for teaching staff	\$ 22,000
Speech Sound Pics (SSP) and Early Years Literacy	\$ 25,581
Professional Development in literacy	\$ 21,000
Building Staff Capacity time	\$ 81,000
Growth Mindset to improve engagement and resilience	\$ 4,000
<b>TOTAL</b>	<b>\$ 163,581</b>

*R L Jones*  
**Rhonda Jones**  
 Principal  
 Emerald State School

*Tony Cook*  
**Tony Cook**  
 Director-General  
 Department of Education

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