

Investing for Success

Under this agreement for 2019
Woree State School will receive

\$496,073

This funding will be used to

1. Professional Capabilities - An Expert Teaching Team

- Further develop, align and implement the school wide collaborative learning and feedback practices inclusive of teacher capability, development and renewal actions to affect positive student achievement and continuous improvement targets.
- Continue investment of resources to further develop staff capabilities to proficient or higher standard (Australian Institute for Teaching and School Leadership (AITSL) professional standards) embedding a culture of professional learning and responsibility.
- Further develop and monitor systematic implementation of school wide pedagogies and evaluate the effectiveness of these on student progress and achievement standards.
- Engage professional expertise (Helen Timperley) to engage staff in systematic Spiral of Inquiry practices.
- Develop and enact wellbeing plan initiatives.

2. Effective Teaching and Learning (Systematic Curriculum Delivery; Differentiated Teaching and Learning; Effective Pedagogical Practices)

- Continue to improve and sustain the % of students achieving a 'C' or above year level standard in English, Mathematics and Science P-6 to > 80%.
- Design and implement a systematic approach to the teaching of writing and mathematics throughout the school to improve standards of student achievement (A-C English and Mathematics; National Assessment Program – Literacy and Numeracy (NAPLAN) National Minimum Standard (NMS) (above) and Upper 2 Bands (U2B).
- Increase the percentage of students achieving NAPLAN NMS or above (Reading, Writing & Numeracy).
- Increase the percentage of students achieving in the upper two bands (NAPLAN).

3. A Culture of Evaluation (Explicit Improvement Agenda; Analysis and Discussion of Data)

- Align actions to maintain the sharp, narrow school improvement priorities.
- Implement a whole school data schedule and system for monitoring and review as evidenced in practice.
- Further develop and consolidate collaborative engagement opportunities that prioritise time for in-depth analysis and discussion of data to further enhance the data literacy skills of all staff.

4. Effective Partnerships (School Community Partnerships; Culture that Promotes Learning)

- Focus on increasing the attendance of students attending 70-90% to achieve greater than 90% attendance.
- Reduce the gap in student absence (Indigenous and Non-Indigenous student attendance) to < 8%.
- Focus on improving P-3 attendance to >90%.

Our initiatives include

Targets	Initiatives	Actions
1. Enabling higher standards of professional capabilities.	<ul style="list-style-type: none"> Continue to invest in teacher capability development to ensure all teachers possess requisite content knowledge and instructional skills to further develop instructional expertise. Lead the deepening of teachers' understandings of Mathematics curriculum and pedagogies that 	<ul style="list-style-type: none"> Continue to provide teachers with access to structured, facilitated quality collaborative professional learning and development. Continue to invest in differentiated teacher capability development and renewal initiatives to achieve a high level of instructional proficiency as evidenced

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**Queensland
Government**

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	<p>ensure highly effective first teaching of essential mathematical concepts and skills in every classroom.</p> <ul style="list-style-type: none"> • APDP goals and development plans. Teacher proficiency levels (AITSL) • Helen Timperley – Spiral of Inquiry professional learning to further develop adaptive expertise. • Design and enact staff wellbeing initiatives • Formation of wellbeing committee to design a structured school wellbeing plan for enactment. 	<p>through:</p> <ul style="list-style-type: none"> a) Academic achievement data (English & Maths); b) Positive Behaviour for Learning (PBL) data c) Teacher proficiency levels (AITSL) <ul style="list-style-type: none"> • Performance and Development Plan (PDP) goals and development actions • Teaching and Learning and Student Services Teams to collaboratively develop teacher's instructional capability through: <ul style="list-style-type: none"> a) Structured collaborative approaches to teacher development; b) Rigorous collaborative year level moderation processes.
<p>2. Effective Teaching and Learning</p> <p>Increase the percentage of students achieving NAPLAN NMS or above (Literacy & Numeracy)</p> <p>Increase the % of students achieving C or above year level standard E,M, S to >80%</p> <p>Increase the percentage of students achieving in the Upper Two Band (NAPLAN)</p>	<ul style="list-style-type: none"> • Implement the school wide NAPLAN improvement strategy. • Helen Timperley – Spiral of Inquiry professional learning. • Continue to focus on embedding Road to Reading Success and Technologies curriculum initiatives • Design and implement a whole school systematic approach to the teaching of mathematics and writing. • Use academic data to identify and inform instructional priorities of higher achieving students to increase the n. of students achieving in the upper 2 bands. 	<ul style="list-style-type: none"> • Support and monitor integrity of NAPLAN strategy implementation. • Provide equitable access to address evidence based learning needs. • Continue to implement assessment literate learner practices. • Introduce Spiral of Inquiry.(Helen Timperley) • Lead the implementation of a systematic approach to the teaching of mathematics to improve achievement standards. • Maintain middle leadership roles (Head of Curriculum (HOC), Head of Teaching Pedagogy (HoTP)) • Expand resources to further implement Digital and Design Technology curriculum initiatives. • Ensure appropriate access to available technology. • Cluster classes to maximise learning success of all students. • Scheduled monitoring and timely intervention.
<p>3. Culture of Evaluation</p> <p>Increase data literacy - evidence informed decision making</p>	<ul style="list-style-type: none"> • Continue to implement a rigorous, systematic data collection and analysis system to monitor and inform practice. • Structured feedback & professional conversations. 	<ul style="list-style-type: none"> • Further develop and consolidate collaborative engagement opportunities that prioritise time for in-depth analysis and discussion of data to further enhance the data literacy skills of all staff. • Feedback & professional conversations.
<p>4. Effective partnerships</p> <p>Increase the attendance of identified students (70-90% attenders) with a priority focus on years P-3.</p>	<ul style="list-style-type: none"> • Strengthen the individual Attendance Plan (IAP) case management approach through coordinated, collaborative action to provide intensive support to increase student engagement. • Implement targeted strategies to increase the attendance of students attending 70-90%. (Target > 90% attendance) • Develop teachers' skills in building social capital to strengthen productive relationships with students, parents and carers. • Consistently implement positive attendance acknowledgement initiatives. • Further enhance community confidence through targeted marketing and promotion initiatives. 	<ul style="list-style-type: none"> • Continue to implement individual attendance improvement plans and case management for students identified. • Embed positive recognition and acknowledgement systems for attendance. • Continue systematic approaches to data monitoring and intervention. • Implement targeted actions with the P-3 cohort with a focus on parental engagement with children's learning. • Embed daily Activating Wellbeing and relationship development actions. • Further expand & invest in school marketing and promotion initiatives.

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Our school will improve student outcomes by

Resources: Priorities	Allocation
Head of Teaching Pedagogy 1.0 Full Time Equivalent (FTE)	\$127 300
Head of Curriculum 1.0 FTE	\$127 300
Enabling appropriate access to available technology	\$ 60 000
Mathematic curriculum design, resourcing and systematic implementation	\$ 20 000
Teaching of Writing – Design, resourcing and systematic implementation	\$ 15 000
Targeted initiatives to increase student attendance and learning engagement	\$ 25 000
Embed Positive Behaviour for Learning systems in practice	\$ 30 154
Differentiated Staff Capability Development and renewal initiatives	\$ 46 000
Wellbeing initiatives	\$ 19 319
Effective school community partnerships, communication and marketing initiatives	\$ 26 000
TOTAL	\$496 073



Terry Davidson
Principal
Woree State School



Tony Cook
Director-General
Department of Education

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