

Investing for Success

Under this agreement for 2019
Indooroopilly State School will receive

\$398 187

This funding will be used to

Target	Measures																																																																
<p>Improve Writing and Reading skills within an increasing EALD cohort by 2020 as evidenced by:</p> <p>100% of Year 3 & 5 students meet National Minimum Standards in NAPLAN</p> <p>Increased % of students in the upper two bands of NAPLAN with a focus on WRITING IMPROVEMENT</p> <p>Increased Mean Scale score from this point of time</p>	<p>Baseline Data</p> <p>Yr 3 Reading Progression NAPLAN</p> <table border="1"> <thead> <tr> <th>Year</th> <th>% meeting NMS</th> <th>% in U2B</th> <th>Mean Scale/Nation</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>97.2</td> <td>79</td> <td>494.6/425.6</td> </tr> <tr> <td>2017</td> <td>95</td> <td>77.9</td> <td>508.4/431.3</td> </tr> <tr> <td>2018</td> <td>96.1</td> <td>81</td> <td>501/433.8</td> </tr> </tbody> </table> <p>Yr 5 Reading Progression NAPLAN</p> <table border="1"> <thead> <tr> <th>Year</th> <th>% meeting NMS</th> <th>% in U2B</th> <th>Mean Scale/Nation</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>92.9</td> <td>60.3</td> <td>563/501.5</td> </tr> <tr> <td>2017</td> <td>96.5</td> <td>71.9</td> <td>565.8/505.6</td> </tr> <tr> <td>2018</td> <td>97.5</td> <td>73.9</td> <td>584/509</td> </tr> </tbody> </table> <p>Yr 3 Writing progression NAPLAN</p> <table border="1"> <thead> <tr> <th>Year</th> <th>% meeting NMS</th> <th>% in U2B</th> <th>Mean Scale/Nation</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>97.2</td> <td>64.1</td> <td>441.2/420.7</td> </tr> <tr> <td>2017</td> <td>95</td> <td>56.0</td> <td>435.3/413.6</td> </tr> <tr> <td>2018</td> <td>96.6</td> <td>60.9</td> <td>435/407</td> </tr> </tbody> </table> <p>Yr 5 Writing Progression NAPLAN</p> <table border="1"> <thead> <tr> <th>Year</th> <th>% meeting NMS</th> <th>% in U2B</th> <th>Mean Scale/Nation</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>92.9</td> <td>27.6</td> <td>504.1/475.6</td> </tr> <tr> <td>2017</td> <td>93.1</td> <td>29.3</td> <td>506.2/472.5</td> </tr> <tr> <td>2018</td> <td>94.5</td> <td>25.8</td> <td>499.2/465</td> </tr> </tbody> </table> <p>Comparison</p> <p>Maintain and improve standard from this point of time and in relation to Similar Queensland State Schools (99 percentile)</p> <p>Monitoring</p> <p>ACER Data according to Internal Monitoring Framework</p>	Year	% meeting NMS	% in U2B	Mean Scale/Nation	2016	97.2	79	494.6/425.6	2017	95	77.9	508.4/431.3	2018	96.1	81	501/433.8	Year	% meeting NMS	% in U2B	Mean Scale/Nation	2016	92.9	60.3	563/501.5	2017	96.5	71.9	565.8/505.6	2018	97.5	73.9	584/509	Year	% meeting NMS	% in U2B	Mean Scale/Nation	2016	97.2	64.1	441.2/420.7	2017	95	56.0	435.3/413.6	2018	96.6	60.9	435/407	Year	% meeting NMS	% in U2B	Mean Scale/Nation	2016	92.9	27.6	504.1/475.6	2017	93.1	29.3	506.2/472.5	2018	94.5	25.8	499.2/465
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	<p>C2C Curriculum tasks</p> <p>Anecdotal evidence of link to alignment planner and criteria sheet.</p> <p>Feedback during Curiosity and Powerful Learning triad process – teachers observing lessons</p> <p>Students self-assessment and improved use of 'Bump it up Walls' – formative assessment of student writing</p>
Target	Measures

<p>Progression of Theories of Action from Curiosity and Powerful Learning Framework evidenced by:</p> <p>Observations made in peer triad cycles and feedback around precision of implementation from classroom walkthroughs/instructional rounds.</p>	Baseline - Indooroopilly State School Staff Survey Results 19/11/18				
	Theories of Action	No systematic whole school adoption	Limited unsystematic whole school adoption	Some systematic whole school adoption & review	Systematic whole school adoption and review
	Prioritise high expectations & authentic relationships			42%	58%
	Emphasise inquiry focused teaching		31%	60%	9%
	Adopt consistent teaching protocols			45%	55%
	Adopt consistent learning protocols			56%	44%
		Few teachers know, use and review this practice	Some teachers know, use and review this practice	Most teachers know, use and review this practice	All teachers know, use and review this practice
	Harness learning intentions, narrative and pace		4%	48%	48%
	Set challenging learning tasks	2%	19%	67%	11%
	Frame higher order questions		21%	65%	14%
	Connect feedback to data		10%	55%	36%
	Commit to assessment for learning		4%	48%	48%
	Implement cooperative groups		33%	55%	12%

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	<p>Comparison</p> <p>To feedback collected on or around November 2018, about confidence in using Theories of Actions (TOA) in classroom with the children as compared to the data collected from staff 20 November, 2017.</p> <p>Monitoring</p> <p>Anecdotal evidence collected during planning linking TOA to classroom practices.</p> <p>Observation and historical evidence during Triad and 'tribal council' feedback conversations.</p> <p>Feedback from line manager during observations/walkthroughs.</p>
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Our initiatives include

Initiative	Evidence-based
<p>Deep understanding of Accumulative Writing and Reading Skills in Australian Curriculum</p> <p>Using TOA already introduced to embed practice;</p> <ul style="list-style-type: none"> • Harnessing Learning Intentions Narrative and Pace; • Adopt consistent Learning Protocols; • Prioritising High Expectations and Authentic Relationships; • Peer Coaching; • Commit to Assessment for Learning; • Frame Higher Order Questions; • Emphasise Inquiry focused Teaching • Connect Feedback to Data 	<p>Hattie's Effect Size, 0.4 is a years' growth</p> <ol style="list-style-type: none"> 1. Harnessing Learning Intentions Narrative and Pace -2.55 Academic achievement difference between classes that used direct instruction in concepts, principles and generalisation and those that did not- Marzano, 1998 2. Adopt consistent Learning Protocols- 1.69 Hattie, 2009 3. Prioritising High Expectations and Authentic Relationships 0.43 effect size of teacher expectations; 0.42 establishing goals and expectations as a dimension of school leadership that influences students' academic outcomes- Robinson, Lloyd and Rowe, 2008 4. Peer Coaching – 0.58 Implement co-operative groups Johnson and Johnson, 2002 5. Commit to Assessment for Learning - 0.92 Effect size for studies where teachers worked to set rules about reviews of the data and actions to follow- William, 2011Frame Higher Order Questions 0.46 Hattie 6. Emphasise Inquiry focused Teaching- 1.14 The effect size compares students' level of understanding of material in classes that engage in experimental inquiry and classes that do not- Marzano, 1998 7. Connect Feedback to Data-0.73 Effect size of feedback Hattie, 2009

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<p>Deliberate writing practice with teaching emphasis of the PLANNING phase of writing in order to:</p> <ul style="list-style-type: none"> Enhance student use of language features (e.g. vocabulary and structure) in writing tasks Link character development to plot sequence in imaginative text types to entertain a reader Organise ideas in persuasive text types to influence a reader 	<p>Hochman, J.C. & Wexler, N. 2017, <i>One Sentence at a Time: The need for Explicit Instruction in Teaching Students to Write Well</i>, American Educator, 41 (2), pp.30–43.</p> <p>Hochman, J.C. & Wexler, N. 2017, <i>The Writing Revolution: A Guide To Advancing Thinking Through Writing In All Subjects and Grades</i>, John Wiley & Sons Inc, USA.</p> <p>Hochman, J.C. & Wexler, N. 2017, <i>One Sentence at a Time: The need for Explicit Instruction in Teaching Students to Write Well</i>, American Educator, 41 (2), pp.30–43.</p>
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Our school will improve student outcomes by

2019 Investing For Success Allocation	
Provide an increased speech therapy service to support increase needs of clientele due to significant proportion of students having English as a second language and a change in the oral language abilities of PREPs screened in 2018.	\$65 500
Release of whole year level teaching staff for curriculum planning to ensure alignment across the year level and to reduce variability between classroom content.	\$100 450
Hear and Say Testing Program – hearing screening of all Prep students	\$4582
Curiosity and Powerful Learning Subscription	\$8 105
Employ 4 literacy teacher aides (5 days a week) to intensify literacy support in the classroom.	\$120 000
Curriculum Extension Program Teacher – B+ to A Program	\$99 550
Sub Total	\$398187
2018 Carry Over Allocation	
Prep Oracy Program to support increasing EALD co-hort	\$29 868
Additional Classroom resources to support literacy and numeracy programs	\$14 524
Provide data tracking of student achievement through subscription to OarsACER, Reading Eggs, Accelerated Reader and Mathletics on-line programs	\$31 476
Additional hardware resourcing for online tracking of student achievement	\$62 429
G&T Aide B+A Program support	\$24 132
Sub Total	\$162 429
TOTAL INVESTING FOR SUCCESS EXPEDITURE 2019	\$560 616



Keith Warwick
Principal
Indooroopilly State School



Belinda Tozer
Chair - School Council
Indooroopilly State School

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