

Investing for Success

Under this agreement for 2022 Dundula State School will receive

\$47,691

This funding will be used to

- employ a HOC to support the continued building of a shared understanding of 'data literacy' and to support teachers and leadership team to effectively use data to inform targeted teaching.
- employ additional teacher-aides to support the teaching of literacy and numeracy for children at risk.
- employ additional learning support teacher time to work with specific targeted children
- ensure that 100% of students in Years 3 and 5 will meet the National Minimum Standards (NMS) in NAPLAN testing (Literacy and Numeracy) or meet the guaranteed standard as outlined in a student's Individual Learning Plan.
- continuation of support of a 'community of practice' improving reading outcomes across the school.
- implement evidenced-based literacy and numeracy intervention programs for students identified as not reaching NMS
- access contemporary research: Hattie / Langton / Hajkiewicz.
- continue to resource the 'Words *Their Way*' spelling program.
- develop a teaching and learning culture within the school by developing quality teaching through collaboration and moderation across the school and the Sandy Creek cluster.

Our initiatives include

- developing teachers' capability to embed feedback in the teaching and learning cycle.
- providing intensive Speech-Language support for identified students.
- providing intensive explicit instruction by qualified teachers to focus on Year 3 and Year 5 working towards improvement of key aspects of literacy and numeracy with NAPLAN resits being one of the key measures for Prep, Years 2 and 4 (Semester 1) and Year 6 (Semester 2)
- providing explicit intensive support program by qualified teachers to support small groups or individuals according to need as indicated in their ILP with intensive differentiated intervention
- regularly reviewing student performance data, utilising systemic assessment and internal monitoring data to monitor student progress and inform teaching practices.
- implementation of 2022 reading action plan to support improvement in reading and numeracy outcomes across the school.

Evidence:

- feedback is evident in teaching learning cycle
- all identified students receiving speech-language support
- all teachers are teaching new content using explicit instruction – observed in classroom walk-throughs
- internal monitoring schedule followed by all teachers where NAPLAN resits Years 2 and 4 (Semester 1) and Year 6 (Semester 2) are completed, marked, analysed and discussed.
- explicit intensive support programs to support small groups or individuals according to need as indicated in their ILP with intensive differentiated intervention are in place
- One-on-one HOC/Teacher weekly schedules reflect the regular reviewing of student performance data, utilising systemic assessment and internal monitoring data to monitor student progress and inform teaching practices.
- 2022 'reading action plan' to support improvement in reading and numeracy outcomes across the school is actioned.


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Our school will improve student outcomes by

• providing professional development for staff to support their role in improving student outcomes in literacy and numeracy	\$ 10 000 00
• employing additional teacher (HOC position) to provide focused intervention to students:	\$ 20 000 00
• employing additional learning support teacher hours	\$ 5 000 00
• employing additional teacher-aides to support students with their literacy / numeracy learning	\$ 10 000 00
• purchasing reading and numeracy resources to provide intensive and independent student support	\$ 691 00
• providing moderation, professional development and collaborative support processes for all teachers	\$ 1 000 00
• Maintaining 'reading room' resources for use by 'at risk' readers	\$ 1 000 00
TOTAL	\$47,691 00



Trudy Large
Principal
Dundula State School



Michael De'Ath
Director-General
Department of Education



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