

# Investing for Success

Under this agreement for 2020  
Patrick Estate State School will receive

**\$28,861**

## This funding will be used to

Target	Measures
1. Improve the reading achievement of current Year 2 and Year 4 students by 2020	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ English – 62.5%C or better – Sem 2 (2020); Sem 2 (2021)</li> <li>○ PM level – 62.5% at benchmark or better – Sem 2 (2020); Sem 2 (2021)</li> <li>○ PAT-R – 62.5% in mid to upper stanines – Sem 2 (2020); Sem 2 (2021);</li> <li>○ P-10 Literacy Continuum – % at benchmark or better - Sem 2 (2020); Sem 2 (2021)</li> <li>○ Year 3/5 NAPLAN Reading data (2020)</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ English A–E and NAPLAN Reading NMS data from Similar Queensland State Schools (SQSS).</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Number of Indigenous students identified as IEAL/D and bandscaled in OneSchool</li> <li>○ Teacher planning documents and lesson observations</li> <li>○ Student feedback and work samples</li> <li>○ Movement on P-10 Literacy continuum</li> <li>○ English A–E data</li> </ul> </li> </ul>
2. Increase the percentage of current P/1 students achieving 'benchmark' or above for Reading by EOY 2021	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ P–10 Literacy continuum: Semester 2, 2020 to Semester 2, 2021</li> <li>○ English A–E, Semester 2, 2020 to Semester 2, 2021 as per Individual Curriculum Plan</li> <li>○ Norm-referenced diagnostic assessments Semester 2, 2020 to Semester 2, 2021.</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Distance travelled compared historically (by student) for same length of teaching time (1 year)</li> <li>○ Reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain.</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Staff feedback on relevance and impact of professional learning</li> <li>○ Student engagement and behaviour monitored as new teaching strategies applied</li> <li>○ P – 10 Literacy continuum monitoring</li> <li>○ Case management records</li> <li>○ Student work samples.</li> </ul> </li> </ul>
3. Increase/Maintain the percentage of Year 3 and Year 5 students who achieve in the U2B in NAPLAN.	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ English 40%B or better Y3 &amp; Y5 – Sem 2 (2020) - Sem 2 (2021)</li> <li>○ PAT-R - 40% in upper stanines – Sem 2 (2020) - Sem 2 (2021)</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain.</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Staff feedback on relevance and impact of professional learning</li> <li>○ P – 10 Literacy continuum monitoring</li> <li>○ PAT R testing</li> <li>○ Running records – FONTAS and PINEL</li> </ul> </li> </ul>



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## Our initiatives include

Initiative	Evidence-base
<ul style="list-style-type: none"> <li>○ Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year level achievement standards.</li> <li>○ Provide extension opportunities for those students demonstrating high levels of achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Angelo, D 2013 'Identification and assessment contexts of Aboriginal and Torres Strait Islander learners of SAE'. Language Testing and Assessment, Vol. 2, pp. 67-102.</li> <li>• Stuart, M and Stainthorp, R 2015, <i>Reading Development and Teaching</i>. Sage, London.</li> <li>• Sharratt, L, &amp; Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, US</li> </ul>
<ul style="list-style-type: none"> <li>○ Establish effective school processes, including establishing case management and professional learning teams (PLTs)</li> <li>○ Build teacher capability in gathering and using evidence to determine the different year-level curriculum some students require and to develop and successfully implement challenging but achievable Individual Curriculum Plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Walpole, S &amp; McKenna, M 2017 <i>How to Plan Differentiated Reading Instruction</i>, New York, The Guildford Press.</li> <li>• Sharratt, L, &amp; Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, USA</li> <li>• DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria.</li> </ul>

## Our school will improve student outcomes by

Actions	Costs
Purchase extension programs for middle band students in NAPLAN to improve results in Reading to increase year level means - the IMPACT Program	Registration \$3,861
Develop and implement a whole school approach to teaching reading (aligned to and including engagement with the <i>Reading book by Sheena Cameron &amp; Louise Dempsey</i> ).	PD \$2,000
Develop and implement a early years approach to teaching phonemic awarenes. (Aligned to the Heggarties Curriculum Program) Purchase resources aligned to the program.	PD \$1,000
Employ a curriculum corrirdinator to engage in collaborative data inquiry, action learning, classroom visits and professional conversations with teachers around the full iplimentation of the Australian Curriculum.	TRS \$12,000
Continuing to employ additional teacher aides to support and deliver literacy/numeracy with personalised teaching and intervention that is targeted and meets the needs of all students.	TA \$10,000



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