

Investing for Success

Under this agreement for 2018
Fitzgerald State School will receive

\$276,579

This funding will be used to

| Target | Measures |
|---|---|
| 1. All Year 3 and 5 students at or above the National Minimum Standard (NMS) NAPLAN Writing, or provide a support plan for individualised and targeted intervention | <p>Baseline/endpoint:</p> <ul style="list-style-type: none"> - Year 3 100% 2019 or support plan - Year 5 100% 2019 or support plan <p>Comparison:</p> <ul style="list-style-type: none"> - NAPLAN National NMS Writing data <p>Monitoring:</p> <ul style="list-style-type: none"> - Class differentiation cones - Movement on P-2 Literacy continuum - Twice yearly NAPLAN Writing re-sits across Years 1-6 entered in CQ3S - Year level and vertical moderation of NAPLAN Writing - Year level moderation of A-E English - School wide Individual Curriculum Plan (ICP) process |
| 2. Increase the percentage of Year 3 and 5 students achieving in the Upper Two Bands (U2B) NAPLAN Writing | <p>Baseline/endpoint:</p> <ul style="list-style-type: none"> - Year 3 50% 2018 to 55% 2019 - Year 5 15% 2018 to 20% 2019 <p>Comparison:</p> <ul style="list-style-type: none"> - NAPLAN National U2B Writing data <p>Monitoring:</p> <ul style="list-style-type: none"> - Class differentiation cones - Movement on P-2 Literacy continuum - Twice yearly NAPLAN Writing re-sits across Years 1-6 entered CQ3S - Year level and vertical moderation of NAPLAN Writing - Year level moderation of A-E English |
| 3. Increase the percentage of students achieving PM Reading Benchmarks at end of Year 2 | <p>Baseline/endpoint:</p> <ul style="list-style-type: none"> - Year 2 PM Benchmark 80% 2019 <p>Comparison:</p> <ul style="list-style-type: none"> - P-2 Literacy continuum cluster 8 <p>Monitoring:</p> <ul style="list-style-type: none"> - Teacher administered Prep Semester 1 Benchmark, Year One and Two Semester 1 and 2 PM Benchmark collection - ST:L&N and One School databases - Fitz Reading Blitz school student list - P-2 movement on Literacy continuum |
| 4. All Year 3 and 5 students at or above the National Minimum Standard NAPLAN Reading, or provide a support plan for individualised and targeted intervention | <p>Baseline/endpoint:</p> <ul style="list-style-type: none"> - Year 3 100% 2019 or support plan - Year 5 100% 2019 or support plan <p>Comparison:</p> |

* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



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| | <ul style="list-style-type: none"> - NAPLAN National NMS Reading data <p>Monitoring:</p> <ul style="list-style-type: none"> - Class differentiation cones - Movement on P-2 Literacy continuum - NAPLAN Reading Years 3 & 5 and Years 2 & 4 re-sits entered CQ3S - Fitz Reading Blitz school student list - Tracking of PAT-Reading scale scores - School wide ICP process - Year level moderation of A-E English |
| <p>5. Increase the percentage of Year 3 and 5 students achieving in the Upper Two Bands NAPLAN Reading</p> | <p>Baseline/endpoint:</p> <ul style="list-style-type: none"> - Year 3 40% 2018 to 45% 2019 - Year 5 30% 2018 to 35% 2019 <p>Comparison:</p> <ul style="list-style-type: none"> - NAPLAN National Upper Two Band (U2B) Reading data <p>Monitoring:</p> <ul style="list-style-type: none"> - Class differentiation cones - Movement on P-2 Literacy continuum - NAPLAN Numeracy Years 3 & 5 and Years 2 & 4 re-sits entered CQ3S - Tracking of PM, TOWRE and PAT-Reading scale scores - Year level moderation of A-E English |
| <p>6. All Year 3 and 5 students at or above the National Minimum Standard (NMS) NAPLAN Numeracy, or provide a support plan for individualised and targeted intervention</p> | <p>Baseline/endpoint:</p> <ul style="list-style-type: none"> - Year 3 100% 2019 or support plan - Year 5 100% 2019 or support plan <p>Comparison:</p> <ul style="list-style-type: none"> - NAPLAN National NMS Numeracy data <p>Monitoring:</p> <ul style="list-style-type: none"> - Class differentiation cones - Diagnostic maths assessment Terms 1 & 3 - NAPLAN Numeracy Years 3 & 5 and Years 2 & 4 re-sits entered CQ3S - Tracking of PAT-Maths scale scores - School wide ICP process - Year level moderation of A-E Maths |
| <p>7. Increase the percentage of Year 3 and 5 students achieving in the Upper Two Bands (U2B) NAPLAN Numeracy</p> | <p>Baseline/endpoint:</p> <ul style="list-style-type: none"> - Year 3 from 30% 2018 to 35% 2019 - Year 5 from 18% 2018 to 20% 2019 <p>Comparison:</p> <ul style="list-style-type: none"> - NAPLAN National U2B Numeracy data <p>Monitoring:</p> <ul style="list-style-type: none"> - Class differentiation cones - Diagnostic maths assessment Terms 1 & 3 - NAPLAN Numeracy Years 3 & 5 and Years 2 & 4 re-sits entered CQ3S - Tracking of PAT-Maths scale scores - Year level moderation of A-E Maths |

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Our initiatives include


| Initiative | Evidence-base |
|---|--|
| 1. Provide professional development, coaching, sharing of best practice and strategic use of resources that support the implementation of Australian Curriculum and differentiated literacy and numeracy instruction. | <ul style="list-style-type: none"> • Munro, J. Effective strategies for implementing differentiated instruction. ACER:2012 • Hattie, J. - Visible Learning for Teacher, Maximising Impact on Learning, Rutledge:2012 • Marzano & Brown. Art & Science of Teaching: What teachers gain from deliberate practice. ASCD:2009 • Timperley, H. Using assessment data for improving teaching practice. ACER:2009 • Sharratt, L. & Fullan, M. 2012. Putting FACES on the Data: What Great Leaders Do!, Corwin, California, USA |
| 2. Analyse student data to develop individualised learning plans, to guide differentiated literacy and numeracy instruction, to inform early intervention and to monitor performance. | |
| 3. Expand learning opportunities that engage and extend potential and existing high performing students. | |
| 4. Promote a positive learning culture and communicate high expectations across the school community. | |

Our school will improve student outcomes by

| Actions | Costs |
|--|--|
| Engaging additional specialist educators to provide differentiated literacy and numeracy instruction for individuals or small groups of students performing below year level expectations and to expand learning opportunities that engage and extend potential and existing high performing students. | Additional Specialist Teacher and Teacher Aide wages \$200,000 |
| Creating a professional development program around implementation of Australian Curriculum and literacy and numeracy data analysis, pedagogy and differentiated instruction. | TRS and PD costs \$70,000 |
| Purchasing of additional resources that support differentiated literacy and numeracy instruction, such as increasing the daily writing and problem-based mathematics materials. | Resources \$5,000 |
| Developing and supporting initiatives that encourage school community engagement in a positive, high expectations learning culture. | Resources and workshop costs \$1,579 |
| Total | \$276 579 |



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Fitzgerald State School



Patrea Walton
A/Director-General
Department of Education

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