

# Investing for Success

Under this agreement for 2022

Mourilyan State School will receive

**\$91 650\***

## This funding will be used to

Target	Measures
1. Increase the % of students achieving a 'A or B' standard in English to 75%	<p><b>Baseline/endpoint</b></p> <ul style="list-style-type: none"> <li>English Semester 2, 2021 22 %A, 39 %B and 34 %C or better → English Semester 2, 2022 30 %A, 45 %B and 25 %C or better</li> <li>Early Start</li> </ul> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>Early Start 2020 / 2021 / 2022</li> </ul> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>Literacy Continuum used to monitor progress and plan for next steps in student learning</li> <li>Four phases of Moderation Cycle to monitor student output and adjust teacher input</li> <li>Teacher English planning includes evidence of differentiated teaching of writing appropriate to the writing demands of the Australian Curriculum, student cohort and individuals</li> <li>Records from coaching, observation and feedback activities establish change in teacher practice</li> <li>Collaboratively developed student writing goals, reviewed each term with classroom teacher, colleagues, parents and HoD-C</li> </ul>

## Our initiatives include

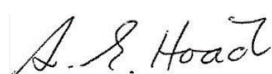
Initiative	Evidence-Base
<ul style="list-style-type: none"> <li>Deliver training and coaching to build teachers' ability to identify and teach the writing demands of the Australian Curriculum in C2C English units using a range of high impact teaching strategies to effectively meet the students' needs.</li> <li>Coordinate collaborative planning days to strengthen teachers' ability to use data intentionally to inform differentiated English unit planning, lesson sequences, assessment &amp; reporting.</li> <li>Embed English moderation processes at multiple junctures to purposefully address the diverse learning needs of every student, have conversations about student progress, provide targeted feedback and adjust teaching practice to improve student writing outcomes.</li> <li>Effectively embed the whole-school reading program through mentoring and coaching.</li> </ul>	<p>Husbands, C and Pearce, J 2012 <i>What makes great pedagogy? Nine claims from research</i>, National College for School Leadership</p> <p>Sharratt, L and Fullan, M 2012 <i>Putting FACES on the Data: What great leaders do!</i> Corwin, Thousand Oaks, CA.</p> <p>Sharratt, Lyn, (2018) <i>Clarity: What matters most in learning, teaching and leading</i>. Corwin</p> <p>Konza, D, Pond, L, Michale, M and Fried, L (eds) <i>Implementing the Big 6: Practical applications for the classroom</i> Edith Cowan University, Joondalup, WA.</p>



Initiative	Evidence-Base
<ul style="list-style-type: none"> <li>Promote shared professional development aligned with the Collegial Engagement Framework to build teacher practice with intentionally utilising learning walls to support writing instruction and move each student towards achieving success at the highest level.</li> <li>Continue to implement the whole school Assessment and Monitoring Schedule and Data Plan.</li> <li>Maintain and utilise a school-wide spreadsheet and reading data wall to transparently display students' literacy progress, identify possible barriers to learning and plan evidence-based intervention at point of need.</li> <li>Case manage students at risk of not meeting established benchmarks.</li> </ul>	<p>Fisher, D, Frey, N and Hattie, J 2017 <i>Teaching Literacy in the Visible Learning Classroom</i> Corwin, Thousand Oaks, California.</p> <p>P – 10 Literacy Continuum</p> <p>ACER Pat Reading 4<sup>th</sup> Ed alignment to the NSW literacy continuum (online).  <a href="https://www.acer.org/files/PATRNSW.pdf">https://www.acer.org/files/PATRNSW.pdf</a> (accessed 2016)</p> <p>Donohoo, J 2017 <i>Collective Efficacy How Educators' Beliefs Impact Student Learning</i> Corwin, Thousand Oaks, California</p>

### Our school will improve student outcomes by

Actions	Costs
<p>1.</p> <p>Allocate TRS</p> <ol style="list-style-type: none"> <li>For classroom teachers to collaboratively plan with the HOD – Curriculum and Special Education Program Teacher every 10 weeks.</li> <li>For class teachers to conduct regular in-depth analysis of students' learning data and progress using updated benchmarking and diagnostic resources, to tailor programs and intervention to target students' specific needs.</li> <li>To support collaborative moderation activities throughout the term.</li> </ol>	\$46 432
<p>2.</p> <p>Employ specialist teacher aides to assist with the delivery of targeted and intensive reading intervention programs with students at risk of not meeting school year level benchmarks.</p>	\$45 218



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