

# Investing for Success

Under this agreement for 2019

Pormpuraaw State School will receive

**\$89,841**

## This funding will be used to

Target	Measures
1. Improve the numeracy of current Year 4 students (2019) by 2020 by moving National Assessment Program – Literacy and Numeracy (NAPLAN) Data from statistically below the nation (2018) to statistically similar to nation (2020).	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ Mathematics- Year 4 %C from 60% to 85% Sem 2, 2020</li> <li>○ Mathematics 60% C or better Y4, Sem 1 (2019)</li> <li>○ Mathematics 75% C or better Y4, Sem 2 (2019)</li> <li>○ Mathematics 75% C or better Y5, Sem 1 (2020)</li> <li>○ Mathematics 85% C or better Y5, Sem 2 (2020)</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ NAPLAN Numeracy National Minimum Standard (NMS) data from Similar Queensland State Schools (SQSS).</li> <li>○ Use of A to E and NAPLAN Longitudinal Data.</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Records from coaching, observation and feedback activities establish change in teacher practice.</li> <li>○ Use of NCR data tool to identify gaps and inform student goal setting in Number</li> <li>○ Completed student assessment tasks and feedback to inform further planning and teaching</li> </ul> </li> </ul>

## Our initiatives include

Initiative	Evidence-base
1. Develop teacher knowledge and understanding of the P-10 Australian Curriculum content descriptions and achievement standards by embedding consistent planning processes.	Fleming, J., & Kleinhenz, E. (2007). Towards a moving school: Developing a professional learning and performance culture (No. 1). Aust Council for Ed Research. Hattie, J. (2008). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge
2. Implement and embed a whole school approach by refining the school's pedagogical framework and embed it as the shared language of teaching and learning.	Archer, AL and Hughes, CA 2011 <i>Explicit instruction: Effective and Efficient Teaching</i> Guildford Press, NY.
3. Establish effective school processes, by utilising a coaching model to support teachers analyse student mathematics data to inform future actions and planning processes.	Hattie, J, Fisher, D and Frey, N (2017) <i>Visible Learning for Mathematics. What works best to optimize student learning.</i> Corwin Press

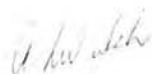
\* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised.



**Queensland  
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## Our school will improve student outcomes by

Actions	Costs
Providing targeted professional development including curriculum, pedagogy, data analysis, moderation and feedback processes using internal and Regional support.	Teacher \$80,000 Teacher Release \$9,841
Establishing Principles of Learning and Teaching (PLT)s to build teacher understanding of mathematics and their capacity to influence future planning and teaching through data analysis.	



**Anne Walsh**  
Principal  
Pormpuraaw State School



**Tony Cook**  
Director-General  
Department of Education

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