

Investing for Success

Under this agreement for 2022

Veresdale Scrub State School will receive

\$32,222*

This funding will be used to

Improvement Initiative	Short term goals	Medium term goals	Long term goals
Increase the number of students achieving a minimum C standard in English, with a target of 87% attainment, by the end of the year.	English Achievement Standards mapped with 2021 data for all students in Prep to Year 3 Students supported through teachers using the 5 question strategy, constructive feedback, iTrack walls and Literacy Continuum data	English Achievement Standards mapped with 2021 data for all students in Yr 4 to Yr 6 Teachers actively involved in Case Management processes and having ownership for every students' learning	P-10 Literacy Continuum: Increase from Sem 2, 2021 to Sem 2, 2022 English A-C: Increase from Sem 2, 2021 to Sem 2, 2022 Indigenous students' growth comparative to all students English D - C: Decrease in the percentage of D students from Sem 2, 2021 to Sem 2, 2022
Inclusive practices for students, embedded by 100% of teachers, in all classes, regardless of students' difficulty / disability.	Change in pedagogy, differentiation and inclusion practices to ensure all students are catered for – academic, behavioural, social and emotional – Student engagement monitored Increased ability of all students to understand and navigate the iTrack walls to enhance and support their own learning	Individual Curriculum Plan (ICP) students fully supported within their own classrooms and exposed to appropriate year level content Individual Support Plan (ISP) students fully supported to achieve individualised goals Adjusted Guide to Making Judgements (GTMJs)	Adjusted quality assured assessments available to suit the needs of learners 80% of ICP and ISP students to achieve a minimum of a 'C' standard in English by the end of Sem 2, 2022. Students tracked against Achievement Standards and Literacy Continuum Improvement in A-E and NAPLAN data
Increase in the percentage of students achieving age appropriate results in reading and writing.	Teachers undertaking quality Guided Reading lessons to support student reading behaviours as identified in the Literacy Continuum Teachers mapping student progress against Literacy Continuum	Students able to express what their next goal is in their reading improvement journey Student feedback and work samples evident	A minimum of 60% of all students in each year level will achieve at least 60% of Literacy Continuum markers in their respective Clusters by the end of Semester 2, 2022 in both reading and writing
Support children in the Early Learning years (PrePrep) – school based Playgroup to be confident and ready to transition to schooling.	Facilitating Teacher Aide (TA) accessing Playgroup Qld (feedback / resource support) to ensure quality activities are provided for all children in attendance	Growth in attendance PD provided where necessary	Confident TA to deliver program Positive parent feedback and confidence increased



Our initiatives include

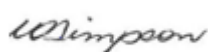
- Shared belief by all staff that all students can achieve high standards given the right time and the right support, high expectations and early and ongoing interventions are essential and everyone is responsible for every learner.
- Continued focus on balanced literacy (updating new staff) to ensure a clear vision and a shared sense of purpose – inclusive of Lyn Sharratt's 14 Parameters.
- Consistent approach to inclusion within every classroom – no withdrawal for individual year level learning – students to be exposed to their own curriculum with adjustments made to GTMJ.
- Consistent and structured approach to all reading blocks – individual goals, structured, focussed guided reading time, explicit teaching, questioning, feedback and assessment aligned to reading behaviours.
- Consistent and structured approach to daily instructional writing – explicit teaching of focus areas.
- Creating opportunities for children to develop and utilise their learning capacities through a balanced focus on academic, social, emotional, physical, cognitive and creative skills.

These approaches are based on evidence from:

Sharratt, L, 2019, *Clarity*, Corwin, California, USA, **Sharratt, L, & Fullan, M**, 2012, *Putting FACES on the Data: What Great Leaders Do!*, Corwin, California, USA, **Signposts for School Improvement – Inclusive Education**, State of Victoria (Department of Education and Training), 2017, **High Impact Teaching Strategies**, Department of Education and Training, Melbourne, State of Qld (Department of Education and Training), **One Sentence at a Time**, Dept of Education and Training, Brisbane, Griffith University, Foundation Paper: **Age Appropriate Pedagogies for the Early Years of Schooling**, Department of Education and Training, Queensland, Ministers Council on Education, Employment, Training and Youth Affairs, 2008, **Melbourne Declaration on Educational Goals for Young Australians**

Our school will improve student outcomes by

- Providing focussed TA aide class time to support reading and writing progress of all students, inclusive of Indigenous, identified ICP/ISP students and 'D' level students. 310hrs = \$11,470
- Regular 5 weekly cycles (case management) for monitoring students with diverse learning needs (TA support to focus on reading and writing). 310hrs = \$11,470
- Provision of TRS days for teachers to work with colleagues across local schools to create authentic partnerships focused on student outcomes. (Moderation, Before, After, After, End model (B.A.A.E.), writing of adjusted Quality Assured GTMJ's etc.). PD = \$5027
- Providing TA facilitated planned and structured playgroup sessions for young people in the community. 115hrs = \$4255



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Veresdale Scrub State School



Mr Michael De'Ath
Director-General
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**Queensland
Government**