

Investing for Success

**Under this agreement for 2020
Gladstone Central State School will receive**

\$174,475*

This funding will be used to

- Improve performance of all students in A-E data
 - English 90% of students C or above
 - Maths 90% of students C or above
 - Science 90% of students C or above
- Improve performance of all students in NAPLAN
 - Move from 98% average to 100% average national minimum score across reading, writing & maths for Years 3,5
 - Narrow the gap in Reading between National Achievement and Gladstone Central in gain analysis from Year 3 to Year 5
 - 50% of students in the U2B for Reading
- 95% of students in the year level appropriate cluster for Reading Texts and Comprehension.
- 100% of parents believe that their child is making good progress at this school

Our initiatives include

- Provide support for responsive teaching based on analysis and discussion of curriculum (aligned through planning, modelling, observation and feedback processes, and timely access to data)
- Professional learning communities engage in-house and regional expertise to improve teacher ability to identify reading demands in units of work
- Utilize an instructional leadership approach embedding coaching and mentoring into our DPP (differentiated based on a progressive release of responsibility model) which aims to develop each teacher's pedagogical capabilities. Driven by the Principal this will utilize the Teaching & Learning Framework (Masters Report) to provide explicit and documented feedback for improvement.
- Continue our Multilayered Intervention and Extension program to target our Top 5 errors in Reading & Maths (Masters Report; Hattie; & Smeed 2011)
- Develop Inquiry Framework to increase the number of students in U2B.
- Embed a shared understanding of 'data literacy' and support teachers and leadership teams to effectively use data to inform targeted teaching
- Review student performance data every 5 weeks (Hattie, Luke et al, 2004).
- Develop teacher capability with respect to designing curriculum-aligned monitoring tasks (for short-term data cycles)
- Develop teachers' capability to embed feedback in the teaching and learning cycle
- Build teacher capability to use technology to differentiate and improve learning
- Develop teachers' capability to design and deliver age-appropriate highly individualised curriculum plans to students using the general capabilities of the Australian Curriculum
- 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
- Build teacher capability to plan and teach using Age Appropriate Pedagogies
- Build teacher capability (and consistency of application) in using the Bandscales State Schools (Queensland) for EAL/D Learners to monitor and support students' progression of learning
- Access specific professional development for all of staff in the teaching of Reading
 - GCSS Phonics (Lee Willett, Literate Classrooms)
 - Teaching reading by DET
 - Plot all students on the Literacy Continuum
- Better prepare and support teacher aides to support all student learning in Reading and Maths
- Better prepare and support teacher aides to support positive student behaviour



Our school will improve student outcomes by

• Develop and implement a whole school approach to provide for intervention and extension of students in Reading	\$96000
• Deepen the Professional Practice Program to coach and mentor all staff, both individually and in small groups to improve pedagogical practices especially for Reading and Inquiry.	\$30000
• Build teacher capability in teaching practices (including Inquiry) in Reading	\$5000
• Teachers and Teachers Aides actively engaged with Coaches and Mentors to build capacity to incorporate Age Appropriate Pedagogies in and outside of the classroom.	\$28475
• Continue Professional Development around the analysis of data, focusing on 5 week trends, next step teaching and teacher effect size.	\$5000
• Develop a network of local early childhood centres and kindergartens to enhance knowledge of on-entry to Prep expectations and to assist in a smooth transition of children into Prep and Year	\$10000



Leanne Martin
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Gladstone Central State School



Tony Cook
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**Queensland
Government**