

Investing for Success

Under this agreement for 2022 Gladstone Central State School will receive

\$173, 407*

Our 2022 agreement can be found at:

<https://gladstonecentralss.eq.edu.au/Supportandresources/Formsanddocuments/Documents/>

This funding will be used to

- Improve performance of all students in A-E data
 - English 95% of students C or above
 - Maths 9% of students C or above
 - Science 95% of students C or above
- Improve performance of all students in NAPLAN
 - Move from 98% average to 100% average national minimum score across reading & 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
 - 50% of students in the U2B for Maths
- 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 and maths 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.
- 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 to plan and teach using Effective Pedagogies
- Build teacher capability (and consistency of application) in using the Band scales 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 Maths
 - Teaching maths by DET
 - Map all students on the Numeracy 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



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Our school will improve student outcomes by

<ul style="list-style-type: none"> Develop and implement a whole school approach to provide for intervention and extension of students in Reading and Numeracy. 	\$90000
<ul style="list-style-type: none"> Deepen the Professional Practice Program to coach and mentor all staff, both individually and in small groups to improve pedagogical practices especially for Reading, Maths and Inquiry. 	\$40000
<ul style="list-style-type: none"> Teachers and Teachers Aides actively engaged with Coaches and Mentors to build capacity to incorporate Inquiry & Age Appropriate(effective) Pedagogies in and outside of the classroom. 	\$28407
<ul style="list-style-type: none"> Continue Professional Development around the analysis of data, focusing on 5 week trends, next step teaching and teacher effect size. 	\$5000
<ul style="list-style-type: none"> 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 1. 	\$10000



Joanne Mossop
Acting Principal
Gladstone Central State School



Michael De'Ath
Director-General
Department of Education



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Government**