

Investing for Success

Under this agreement for 2020
Watson Road State School will receive

\$131,465*

This funding will be used to

Target	Measures
1. Increase students working at English Achievement C by 10% or better, each Year level, by the EOY 2021.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ English %C or better Prep - 6, Semester 2 (2020) ○ English %C or better Prep - 6, Semester 2 (2021) • Comparison: <ul style="list-style-type: none"> ○ English A–E and NAPLAN Reading, Writing and, Spelling and Punctuation NMS data from Similar Queensland State Schools (SQSS). • Monitoring: <ul style="list-style-type: none"> ○ Number of Students identified as below achievement C, Semester 1 2020 and Semester 1 2021 ○ Teacher planning documents and lesson observations ○ Student feedback and work samples ○ English A–E data ○ Annual Performance Review (APR) process data.
2. Increase the % of students achieving at or above National Minimum Standard (NMS) in the Reading strand, 2020 NAPLAN tests.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ Reading Year 3 and Year 5 % of students at NMS ○ Miscue analyses/running records, PM Benchmark/PROBE Semester 2, 2019 to Semester 2, 2020. • Comparison: <ul style="list-style-type: none"> ○ Distance travelled compared historically (by student) for same length of teaching time ○ Reading % NMS or better, Year 3 and Year 5, 2019 – 2020 NAPLAN assessments. • Monitoring: <ul style="list-style-type: none"> ○ Staff feedback on relevance and impact of professional learning ○ Student engagement and behaviour monitored as new teaching strategies applied ○ Case management records ○ Student running records.
3. Increase the % of EAL/D students who achieve their reading goals by EOY by 2020.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ Reading Year 3 and Year 5 % of students at NMS ○ Running records/PROBE Semester 2, 2019 to Semester 2, 2020. • Comparison: <ul style="list-style-type: none"> ○ Distance travelled compared historically (by student) for same length of teaching time (1 year) ○ Reading age/chronological age comparison using Running records/PROBE assessments. • Monitoring: <ul style="list-style-type: none"> ○ Staff feedback on relevance and impact of professional learning ○ Student engagement and behaviour monitored as new teaching strategies applied ○ Case management records ○ Student running records.



Our initiatives include

Initiative	Evidence-base
<p>1. Establishing responsive school case-management approaches to reading achievement by building teacher capability in:</p> <ul style="list-style-type: none"> identifying the reading demands of the Australian Curriculum learning areas and subject in C2C units of work developing a shared understanding of 'data literacy' in support teachers and leadership teams to effectively use data to inform targeted teaching. 	<ul style="list-style-type: none"> Fisher, D, Frey, N and Hattie, J, 2016 <i>Visible Learning for Literacy</i>, Corwin, California, US Sharratt, L, & Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, US.
<p>2. Revisiting, refining or revising the school's pedagogical framework and embedding it as the shared language of teaching and learning.</p>	<ul style="list-style-type: none"> Cameron, S, 2016 <i>Teaching Reading Comprehension Strategies.</i>, Pearson, Aus Archer, A, Hughes, C, 2011, <i>Explicit Instruction: Effective and Efficient Teaching.</i> The Guildford Press, UK Fisher, D, Frey, N and Hattie, J, 2016 <i>Visible Learning for Literacy</i>, Corwin, California, US.
<p>3. Increase teachers' repertoire of effective strategies for teaching text processing and comprehension across learning areas.</p>	<ul style="list-style-type: none"> Fisher, D, Frey, N and Hattie, J, 2016 <i>Visible Learning for Literacy</i>, Corwin, California, US Cameron, S, 2016 <i>Teaching Reading Comprehension Strategies.</i>, Pearson, Aus.

Our school will improve student outcomes by

Actions	Costs
Providing targeted professional learning support by planning, modelling, observation and feedback processes.	\$10,000
Developing a student case-management approach, led by existing and new middle leaders.	\$100,000
Engaging support for EAL/D students to foster knowledge acquisition and consolidation of literacy learning.	\$21,465
TOTAL	\$131,465



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**Queensland
Government**