

Investing for Success

Under this agreement for 2018

Nundah State School will receive

\$324,012*

This funding will be used to:

- develop quality explicit teaching model/s with A4L principles and connecting feedback to data processes
- enhance reading and writing: literacy pedagogy with focus on U2B-C+ students
- embed curiosity through inquiry and purposefully connected curriculum
- launch STREAm program (Science, Technologies, Robotics, Engineering-enterprise, Arts and Mathematics)
- continue to grow our psychological frameworks, learning culture and skills in mentoring-coaching.

Our initiatives include:

- STAR (Strategic Action Research Teams: pedagogical research; play and share with colleagues):
 - Collaborative - cooperative team
 - Assessment for learning and connecting feedback to data
 - 'Mindfulness'ish' - (intrinsic motivation, growth mindset, choice theory champions and mindfulness practices)
 - Higher Order Questioning (and reciprocal teaching-reading)
- Realise Our Nundah Nine Learner Gifts as Learning Intentions and success criteria planning
- Embed processes of feedback and self-evaluation processes
- Make connections between all Curiosity and Powerful Learning principles and the Explicit Instructional Model as practice
- Enhance signature pedagogies for reading and writing (Reading to Learn, Learning to Read)
- Choice Theory Reality Therapy and Lead Management training for staff to enhance coaching-counselling and management skills
- Coaching and mentoring in action for teachers and aides - maintain peer coaching triads and mentors
- Teaching resilience and self-managing gifts
- Leadership training to strengthen coaching skills and emotional intelligence self-awareness for all staff
- STREAM: spaces; coaching and Modelling by specialist STREAm teachers; and innovative curriculum opportunities.

Our school will improve student outcomes by:

Ensuring that:

- 100% of English units and all PCC units are refined to include learning intentions and success criteria framed around the Nundah Nine Gifts (Gifts)
- 100% of classrooms (including specialist) display the particular learning intentions and success criteria related to the Gifts and referring to these gifts during teaching process in different learning areas



- 90% of students able to understand and articulate their learning intentions and success criteria (via the Gifts) as evidenced by learning walks and/or interviews
- 100% of teachers connecting data to inform teaching and learning evidenced by data conversations
- 100% improved teacher data literacy evident in R2L teaching/L2R and PM diagnostic assessments to inform planning
- 100% of teachers referencing the explicit teaching model and aligning to STAR team work during supervision visits and coaching
- 100% of student goals set from previous units' data (English - receptive and productive) to inform targets and track cohorts
- 100% of STAR team teachers moving from experimentation with cooperative and collaborative strategies and teaching tools, to extend their learning to collection of data to measure growth using a variety of data collection tools
- 100% of classroom teachers are using A4L in writing and 30% have trialled A4L processes in other learning areas
- 100% of the team committed to implementing strategies, collecting data and sharing practice with the team and peers
- 100% of staff trained in peer coaching are able to access full triad coaching process each semester
- 100% use of space by specialist STReam and classroom teachers for program delivery to students
- 100% of teachers and students will have had access to specialist staff to model/coach using the gradual release model
- 100% of year level cohorts experience two PCCs in 2018
- 100% Team Leaders and STReam teachers engaged with learning opportunities and coaching-discussion eg, Project is Me, Inquiry
- STREAM: Inquiry learning, Explicit Teaching and Learning Intentions success criteria via Nundah Nine Gifts being explicitly modelled
- 100% use by science and robotics extra curricula clubs during lunchtimes to maximise the use of space for student learning and engagement
- 100% of English units and all PCC units are refined to include learning intentions and success criteria framed around the Nundah Nine Gifts
- 100% of P-3 teachers using signature pedagogies in English to great effect honouring intent of processes; adjusting to suit students
- 100% of P-3 teachers enhancing or refining their practice in accordance with their individual professional development plans
- 100% of P-3 teachers observed teaching signature pedagogies to enhance practice using quality standards; noting strengths, areas for refinement and adjustments made, and extensions for C+ students
- 100% of P-3 teachers using personal goals for reading and writing
- 100% of staff engage in data analysis sessions, identifying pedagogy to support goal setting each semester
- 100% of Years 4-6 students practicing the writing and editing on demand process.

Our school will further improve student outcomes by the following student learning gains:

Prep

- 75-85% of Prep students achieving working with and above in English and receptive and productive modes (review mid-year)



- PM aspirations for end of Prep - 60% reaching PM level 5 or above and 65% reaching regional benchmark (level 4).

Year 1

- Aspire for 89% A-C in English overall
- 'A' standard - aspire to 11% (from 4% at end of Prep)
- 'B' standard - aspire to 38% (from 31% at end of Prep)
- 'C' standard - aspire to drop to 39% (down from 46% end of Prep)
- Below level - aspire to reduce to 11% from 17% (end of Prep)
- PM aspirations for end Year 1 - to achieve 70% (ie, 16 +) from 58% reaching regional benchmarks.

Year 2

- Aspire for 85% A-C in English overall
- A standard aspire to 15% (end of Year 1 - 11%)
- B standard aspire to 28% (end of Year 1 – 22%)
- C standard aspire to reduce to 42% (end Year 1 - 43%)
- Below level - target 15% (end of Year 1 - 24%)
- PM Aspirations for end Year 2 – to achieve 77% (ie, 23+) from 69% to reach regional benchmarks.

Year 3

- Aspire for 95% A-C in English overall
- 'A' standard – aspire 27% (21% at the end of Year 2)
- 'B' standard – aspire to 32% (31% at the end of Year 2)
- 'C' standard – aspire to decrease to 36% (43% at the end of Year 2)
- Below level – aspire to decrease to 5% (8% end of Year 2)
- NAPLAN: 53% of U2B of Year 3 students in Reading.

Year 4

- **A-E Receptive**
 - Aspire to 90% from 78% (Year 3) in A-C standard
 - Aspire to 25% from 17% in 'A' standard
 - Maintain 60% in standards A-B.
- **Probe Reading**
 - Maintain 60% in top working beyond dark green (from 60%)
 - Aspire to 8% from 4% in working above (light green).
- **A-E Productive**
 - Aspire to 90% from 84% (Year 3) in A-C standard
 - Aspire to 25% achieved from 15% in 'A' standard.

Year 5

- Year 5 NAPLAN U2B Year 5 aspire to 43% from 16% (2017 Year 5) up to 25% (Baseline Year 4 Productive 39%).
- **A-E Receptive**
 - Aspire to 90% from 85% (Year 4) in A-C standard
 - Aspire to 43% in A-B standard from 39%
 - Aspire to reduce below level D-E to 14% from 8%.



Probe Reading

- Maintain 55% in top working beyond (from 55%) dark green
- Aspire to increase 7% (from 1%) in working above light green.
- **A-E Productive**
 - Aspire to 95% from 87% (Year 5) in A-C standard
 - Aspire to 25% achieved from 10% in 'A' standard
 - Aspire to reduce below level D-E to 10% from 12%.

Year 6

- **A-E Receptive**
 - Aspire to 100% from 95% (Year 5) in A-C standard
 - Aspire to 39 % from 36% (Year 5) in 'A' standard
 - Aspire to 37% from 24% (Year 5) in 'B' standard
 - Aspire to reduce down to 22% from 38% (Year 5) in 'C' standard.
- **A-E Productive**
 - Aspire to 100% from 98% (Year 5) in A-C standard
 - Aspire to 28% from 22% (Year 5) in 'A' standard
 - Aspire to 49% from 35% (Year 5) in 'B' standard
 - Aspire to reduce down to 31% from 42% (Year 5) in 'C' standard.



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