

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 esp. 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 strength coaching skills and emotional intelligence self-awareness for all staff
- STREAM: spaces; coaching and Modelling by specialist STREAm teachers; & innovative curriculum opportunities

Our school will improve student outcomes by

- ✓ 100% of English units and all PCC units are refined to include learning intentions and success criteria framed around the Nundah 9 gifts.
- ✓ 100% of classrooms (including specialist) display the particular Learning Intentions and success criteria related to the Gifts and refer to 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% 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% 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% 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 9 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% staff engage in data analysis sessions identifying pedagogy to support goal setting each semester
- ✓ 100% of Yr 4-6 students practicing the writing and editing on demand process

*Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



Our school will 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)

Yr 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 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

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

Yr 3 Aspire for 95% A-C in English Overall
A standard – aspire 27% (21% at the end of Yr 2)
B standard – aspire to 32% (31% at the end of Yr 2)
C standard – aspire to decrease to 36% (43% at the end of Yr 2)
below level – aspire to decrease to 5%. (8% End of Yr 2)
Naplan: 53% of U2B of year 3 students in Reading

Yr 4
A-E Receptive
Aspire to 90% from 78% (yr 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% (Yr 3) in A-C standard
Aspire to 25% achieved from 15% in A standard

Yr 5
Yr 5 NAPLAN U2B Year 5 Aspire to 43% from 16% (2017 Yr 5) up to 25% (Baseline Yr 4 Productive 39%)

A-E Receptive
Aspire to 90% from 85% (yr 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% (yr 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%

Yr 6
A-E Receptive
Aspire to 100% from 95% (yr 5) in A-C standard
Aspire to 39 % from 36% (yr 5) in A standard
Aspire to 37% from 24% (yr 5) in B standard
Aspire to reduce down to 22% from 38% (yr 5) in C standard

A-E Productive
Aspire to 100% from 98% (yr 5) in A-C standard
Aspire to 28% from 22% (yr 5) in A standard
Aspire to 49% from 35% (yr 5) in B standard
Aspire to reduce down to 31% from 42% (yr 5) in C standard



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