

Investing for Success

Under this agreement for 2020
Virginia State School will receive

\$175 148

This funding will be used to

Target	Measures
Increase the percentage of teachers actively engaged in the planning process using marking guides and a feedback process to improve student learning and build teacher capacity.	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> • Student Summary Profile Export – Year 4: %C or better in previous years • Year 3 NAPLAN Writing NMS (2018 – 2020) <p>Comparison</p> <ul style="list-style-type: none"> • English A- E and NAPLAN Writing NMS data (SQSS) <p>Monitoring</p> <ul style="list-style-type: none"> • Student Summary Profile Export • Planning and Assessment documentation • Targeted intervention for students at risk.
Increase the percentage of students reading at the aspirational level for their age group and decrease the percentage of students reading below minimum standard for their age group. These are based on Metropolitan Region targets.	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> • Student Summary Profile Export – Year 4: %C or better in previous years • Year 3 NAPLAN Reading NMS (2017 – 2020) <p>Comparison</p> <ul style="list-style-type: none"> • English A- E and NAPLAN Reading NMS data (SQSS) <p>Monitoring</p> <ul style="list-style-type: none"> • Reading – running records data • Targeted intervention for students at risk • Peer observations • Case –management notes – planning sessions.

Our initiatives include

Initiative	Evidence based
Differentiated Learning (<i>Feedback FOR Learning, targeted intervention and Case Management</i>)	
<p>Establish process for teaching and learning that embeds feedback as a key strategy for effective learning:</p> <ul style="list-style-type: none"> • Planning model to unpack marking guides to understand student requirements; • Case management with leadership team to review support needed for students to move them from a B to an A or a C to a B. 	<p>Hattie, J. (2012). <i>Visible learning for teachers: Maximizing impact on learning</i>. London: Routledge.</p> <p>Brooks, Cameron David (2016). <i>Feedback for learning: a mixed methods study in the upper primary classroom</i> PhD Thesis, School of Education, The University of Queensland. doi:10.14264/uql.2016.644</p>

* Funding amount estimated on 2019 data. Actual funding will be determined after 2020 enrolment data are finalised.



Collaborative planning and assessment processes: <ul style="list-style-type: none"> Extend feedback model to other Year levels and establish routines to unpack marking guides; Work in teams to support understanding; Utilise data to case manage students to support learning. 	Boudett, K. P., City, E. A., & Murnane, R. J. (2013). <i>Data wise: A step-by-step guide to using assessment results to improve teaching and learning</i> .
Reducing class sizes to support high numbers of learning-support students, particularly in the upper grades:	The Conversation <i>Supporting students with autism in the classroom: what teachers need to know</i> https://theconversation.com/supporting-students-with-autism-in-the-classroom-what-teachers-need-to-know-64814 Sahlberg, P. (2018) <i>FinnishED Leadership: Four Big, Inexpensive Ideas to Transform Education</i> Corwin: A SAGE Publishing Company
Strengthen case management processes and supporting inclusive practices.	Department of Education <i>Inclusive Education Policy</i> http://ppr.det.qld.gov.au/pif/policies/Documents/Inclusive-education-policy.pdf

Our school will improve student outcomes by

I4S 2020	Total
Teacher Planning with HOC	\$20,000.00
Teacher Feedback & Observation	\$8,000.00
Fund fraction (0.17) of classroom Teacher	\$15,000.00
Teacher Aides - Reading program	\$79,000.00
Case management with Leadership Team	\$8,148.00
Extra SEP Teacher 0.4	\$40,000.00
Professional learning - leadership and metro initiatives	\$5,000.00
Total	\$175,148.00



Stephen Rowe
Principal
Virginia State School



Tony Cook
Director-General
Department of Education

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