

# Investing for Success

Under this agreement for 2019  
Marshall Road State School will receive

**\$153,696\***

## This funding will be used to

Target	Measures
1. Prioritise the teaching of reading across the curriculum and increase the percentage of students reading at or above year level expectations.	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> <li>Whole School Reading targets: 72% above year level expectations; 22% at year level expectations</li> <li>English Level of Achievement (LOA) 95% of students achieving a C or above.</li> </ul> <p>Comparison:</p> <ul style="list-style-type: none"> <li>English LOA 2018 to 2019</li> <li>NAPLAN reading National Minimum Standard data from Similar Queensland State Schools (SQSS)</li> <li>NAPLAN Upper Two Bands (U2B) data from SQSS</li> </ul> <p>Monitoring:</p> <ul style="list-style-type: none"> <li>Teacher planning documents and observations</li> <li>Movement in the P-10 literacy continuum</li> <li>English LOA data</li> <li>Reading levels</li> <li>Annual Performance Review (APR) process data</li> </ul>
2. Review and embed Positive Behaviour for Learning (PBL) processes.	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> <li>PBL data Tier 3: 2%; Tier 2: 10%; Tier 1: 88%</li> <li>100% of Tier 3 students with a behaviour support plan</li> <li>Signature strategies identified for Tier 2 students</li> <li>Authentic Tier 1 processes and rewards for Tier 1 students</li> </ul> <p>Comparison:</p> <ul style="list-style-type: none"> <li>School Opinion Survey (SOS) data</li> <li>Positive Behaviour for Learning data</li> </ul> <p>Monitoring:</p> <ul style="list-style-type: none"> <li>Staff feedback</li> <li>Student feedback on SOS</li> </ul>

## Our initiatives include

Initiative	Evidence Base
1. Establish effective school processes and professional learning teams (PLT).	<ul style="list-style-type: none"> <li>Walpole, S &amp; McKenna, M 2017 <i>How to Plan Differentiated Reading Instruction</i>, New York, The Guildford Press.</li> <li>Sharratt, L, &amp; Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, USA</li> <li>DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria.</li> </ul>

\*Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



<p>2. Establish responsive school case-management processes to improving students' reading development by building teacher capability in:</p> <ul style="list-style-type: none"> <li>Identifying the literacy demands of the Australian Curriculum learning areas</li> <li>Using the literacy continuum to monitor student progress</li> </ul>	<ul style="list-style-type: none"> <li>Stuart, M and Stainthorp, R 2015, <i>Reading Development and Teaching</i>. Sage, London.</li> <li>Sharratt, L, &amp; Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, US</li> </ul>
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### Our school will improve student outcomes by

Actions	Costs
Provide targeted professional learning (including reading centre courses) supported by planning, modelling, observation and feedback processes.	\$20,000
Provide updated reading resources for students and relevant texts for school staff.	\$6,174
Establish PLT for teachers to work collaboratively to interrogate data, monitor student progress, plan next steps for learning and support the implementation of the Australian curriculum across the school.	\$73,600
Provide for an over-allocation of teacher-aides to support the development of student reading skills across the school.	\$53,922

*Nicole King*

**Nicole King**  
Principal  
Marshall Road State School

*Tony Cook*

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Director-General  
Department of Education

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