

# Investing for Success

**Under this agreement for 2018  
Mudgeeraba Creek State School will receive**

**\$243 685\***

## This funding will be used to

Target	Measures
1. Increase the % of students working in the top 20% (Upper Two Bands) in each year level.	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ English A – E, Semester 2, 2017 to Semester 2, 2018</li> <li>○ Norm-referenced diagnostic assessments (PM Benchmarks, PROBE, PAT-R and PAT-M) Semester 2, 2017 to Semester 2, 2018.</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Distance travelled compared historically (by student) for same length of teaching time (1 year)</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Staff feedback on relevance and impact of professional learning</li> <li>○ Student engagement and behaviour monitored as new teaching strategies applied</li> <li>○ P – 10 Literacy continuum monitoring</li> <li>○ Student work samples and moderation</li> </ul> </li> </ul>
2. Increase the % of students working from Individual Curriculum Plans (ICPs) who achieve their reading goals by EOY 2018.	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ English A – E, Semester 2, 2017 to Semester 2, 2018 as per Individual Curriculum Plan</li> <li>○ Norm-referenced diagnostic assessments (PM Benchmarks, PROBE, PAT-R and PAT-M) Semester 2, 2017 to Semester 2, 2018.</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Distance travelled compared historically (by student) for same length of teaching time (1 year)</li> <li>○ Reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain.</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Staff feedback on relevance and impact of professional learning</li> <li>○ Student engagement and behaviour monitored as new teaching strategies applied</li> <li>○ P – 10 Literacy continuum monitoring</li> <li>○ Case management records</li> <li>○ Student work samples.</li> </ul> </li> </ul>

## Our initiatives include

Initiative	Evidence-base
1. Develop more effective school processes, including deepening data review, moderation and planning in Professional Learning Teams (PLTs)	<ul style="list-style-type: none"> <li>• Marzano, R.J., Heflebower, T., Hoegh, J., Warrick, P. and Grift, G. (2016) Collaborative Teams the Transform Schools. Hawker Brownlow Education, Victoria.</li> </ul>



2. Provide teachers with coaching and professional development to deepen understanding of effective pedagogy	<ul style="list-style-type: none"> <li>Marzano, R.J., Simms J.A. (2012) <i>Coaching Classroom Instruction</i>. Hawker Brownlow Education, Victoria.</li> <li>Marzano, R.J., Frontier, T., Livingston, D. (2011) <i>Effective Supervision: Supporting the Art and Science of Teaching</i>. Hawker Brownlow Education, Victoria.</li> </ul>
3. Professional learning teams engage with regional expertise to improve teacher ability to identify the reading demands of the Australian Curriculum learning and develop rigorous reading.	<ul style="list-style-type: none"> <li>Fullan, M &amp; Starratt, L 2012, <i>Putting Faces on the Data: What Great Leaders Do!</i>, Corwin, California, USA.</li> <li>Marzano, R.J., Heflebower, T., Hoegh, J., Warrick, P. and Grift, G. (2016) <i>Collaborative Teams the Transform Schools</i>. Hawker Brownlow Education, Victoria.</li> </ul>
4. Continue to develop oral language skills in pre prep and early years. Support early years teachers in developing age appropriate lessons and activities supporting oral language development.	<ul style="list-style-type: none"> <li>Beck, IL., McKeown, MG., Kucan, L. (2002) <i>Bringing Words to Life: Robust Vocabulary Instruction</i>. Guilford Press, New York.</li> <li><b>Book Club</b> developed by DET Speech Language Pathologists M. Jackes, L. Dean, K. Kennedy, L. Estranz and C. Lukin (2013)</li> </ul>
5. Continue to provide additional teacher aide support to allow teachers to effectively plan and implement differentiated learning experiences for students.	<ul style="list-style-type: none"> <li>Marzano, RJ 2017, <i>The New Art and Science of Teaching: A Comprehensive Framework for Effective Instruction</i>, Hawker Brownlow Education, Moorabbin.</li> </ul>

## Our school will improve student outcomes by

1.

Actions	Costs
Provide support for responsive teaching based on analysis and discussion of curriculum-aligned through planning, modelling, observation and feedback processes, and timely access to data and moderation.	0.4 FTE school-based curriculum co-ordinator \$ 42 000
Provide TRS to release teachers to meet in PLTs for collaboration, data review, planning and moderation.	TRS \$ 40 000

2.

Actions	Costs
Curriculum leaders and coaches support teaching staff to implement effective pedagogy through coaching, modelling, observation and feedback processes.	TRS \$ 3 000
Teachers, curriculum leaders and coaches have professional references to support their work	Resources \$ 5 000
Curriculum leaders and coaches continue professional learning	Prof. Dev. \$ 12 000

3.

Actions	Costs
Invite regional literacy coach to work with Year 4 and 5 teachers to deepen understanding of teaching reading, especially in rigorous reading to engage with complex texts across a range of subject areas.	TRS \$ 8 400
Provide reading resources to support rigorous reading.	Resources \$ 8 285

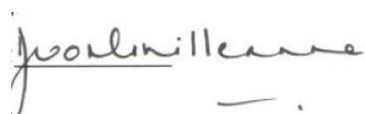


4.

Actions	Costs
Provide support of a Speech Language Pathologist to deepen teacher understanding and strategies to develop oral language in Early Years classes.	School-purchased Speech Language Pathologist 0.2 FTE      \$ 30 000
Release classroom teacher to facilitate Pre Prep transition programme for 0-5 year olds from our school community.	0.05 FTE TRS              \$ 10 000
Provide age appropriate resources to support oral language through imaginative play experiences.	Resources      \$ 5 000
Provide additional support for families transitioning from Kindy and pre prep programmes to school	25 hours per week admin support Approx      \$ 26 000

5.

Actions	Costs
Provide additional teacher aides to support teachers in providing effective individualised learning opportunities within their classrooms with teacher aides working under the direction of the classroom teachers' programme of support. This will support the personalised learning and engagement of students with additional support needs including students below NMS in literacy or numeracy, indigenous students and students who use English as an additional language.	per week teacher aide support Approx      \$ 54 000



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