

Investing for Success

Under this agreement for 2019
Keppel Sands State School will receive

\$12 800*

This funding will be used to

Target	Measures
<p>Close the gap in the mathematics and spelling achievement of all students by 2020.</p>	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> ○ Mental computation of all students increases by at least 80%. ○ Spelling (Year 1-6) and letter/sound knowledge in Prep to increase by at least 80%. ○ Year 3 and 5 National Assessment Program – Literacy and Numeracy (NAPLAN) Maths National Minimum Standard (NMS) data (2019 & 2020). ○ Year 3 and 5 NAPLAN Spelling NMS data (2019 & 2020). <p>Comparison:</p> <ul style="list-style-type: none"> ○ Maths A-E and NAPLAN Maths NMS data from Similar Queensland State Schools (SQSS). ○ English A-E and NAPLAN Maths NMS data from SQSS. <p>Monitoring:</p> <ul style="list-style-type: none"> ○ Teacher planning documents and lesson observations ○ Spelling diagnostics – SMART (Say, Meaning, Analyse, Remember, Teach) spelling ○ Mental computation-Show Me Papers (Gympie Alliance) ○ Student feedback and engagement in Number Talks ○ Student feedback and work samples in Spelling ○ Movement on Prep-10 Literacy continuum (Spelling) ○ Early Start ○ Maths A-E data
<p>Create a whole school and community culture of supporting Science, Technology, Engineering and Maths (STEM) to ensure students are prepared for the technological future.</p>	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> ○ Students to be able to design and implement ideas to create a final product. ○ Students knowledge of Science (Biology), Technology (excel, word, graphing), Engineering (building and creating gardens) and Maths (measurement) to increase. <p>Monitoring:</p> <ul style="list-style-type: none"> ○ Staff feedback on relevance and impact of student learning. ○ Student engagement and behaviour monitored as new teaching strategies applied.

* 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.



Our initiatives include:

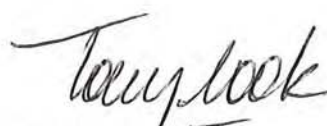
<p>Developing teacher capability in identifying and teaching the demands within each learning area (focus Maths and English) across multiyear levels of the Australian Curriculum by:</p> <ul style="list-style-type: none"> ○ Participating in inter-school moderation Establishing effective school processes for planning units and adapting assessment tasks. ○ Engaging regional expertise to provide guidance and feedback on curriculum processes. ○ Providing time for staff to work collaboratively with colleagues and regional support staff. ○ Supporting staff to participate in a professional learning community of school leaders within the region to share and evaluate strategies and their impact. ○ Providing time for staff to develop learning walls that document expected learning within a unit and the learning enacted in the classroom. ○ Supporting teacher aides to develop their skills in teaching reading. 	<ul style="list-style-type: none"> ○ Hipwell, P and Klenowski, V 2011, 'A case for addressing the literacy demands of student assessment' <i>Australian Journal of Language and Literacy</i>, 34(2), pp. 127–146. ○ Wyatt-Smith, C and Cumming, J 2003, 'Curriculum Literacies: Expanding domains of assessment', <i>Assessment in Education: Principles, Policy and Practice</i>, vol. 10, issue 1, p. 13. ○ Department of Education 2015, <i>Moving literacy forward P-12</i>, State of Queensland.
<p>Develop a whole school approach to STEM by:-</p> <ul style="list-style-type: none"> ● Developing teacher capability in the area of STEM with a focus on Science and Maths. ● Providing opportunities for students to showcase their STEM project (STEM luncheon- Term 3). ● Developing teacher knowledge around 'hands on' learning and how this fits into the Australian Curriculum. ● Developing student's resilience by working in groups with peers. 	<ul style="list-style-type: none"> ○ Macrothink Institute, 2012, <i>Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching</i>, ISSN 2162-6952, Vol 2, No 1.

Our school will improve student outcomes by:

Employing relief teachers to provide curriculum review days for all teaching staff to work in collaboration with the principal, to develop a consistent approach to planning, assessing and feedback across all curriculum areas and multi-age.	\$4 000
Allocating teacher relief funding to support teachers to participate in inter-school moderation, professional learning communities, intra-school collaboration and meetings with regional support staff.	\$2 000
Purchasing additional weekly teacher aide hours to enable more targeted speech program to allow struggling students with their phonics/sounds and reading.	\$4 000
Allocating funding for a STEM teacher to develop teacher and student capabilities.	\$2 800



Julieanne Hanak
Principal
Keppel Sands State School



Tony Cook
Director-General
Department of Education

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