

Investing for Success

Under this agreement for 2020
Kedron State School will receive

\$132,910*

This funding will be used to

Student Focus:

- Improve student attainment through a focus on subject specific curriculum knowledge and cross curriculum capabilities as described in the **Kedron State School Pedagogical Framework** and supporting strategic documents.
- Support 100% of students to meet National Minimum Standards in Reading, Writing and Number.
- Increase Year 3 and Year 5 student literacy and numeracy attainment in Upper 2 bands.
 - Year 3 Reading 70% or above, Year 3 Writing 60% and above, Year 3 Numeracy 60% or above within 2 years.
 - Year 5 Reading 60% or above, Year 5 Writing 50% and above, Year 5 Numeracy 60% or above
- Deepen differentiated student support across Prep – Year 6.

Teacher Focus:

- Improve teacher capability through consistent implementation of the Pedagogical Framework and pedagogical mastery.
- Support the development of expert teaching teams through a Collaborative Coaching Model and Professional Learning Communities that encourage the development of expert teaching teams.

Our initiatives include

- Continued implementation of the Kedron State School Pedagogical Framework that foregrounds expert teaching (High Impact Teaching), agreed expectations and consistency of practice and metalanguage.
- Differentiated Professional Development inclusive of professional coaching to deepen teachers' understanding of the Australian Curriculum Learning Areas and sharpen professional knowledge against the achievement standards.
- Consistent whole school approaches to literacy and numeracy instruction underpinned by evidence-based assessment and monitoring principles to ensure differentiated instruction.
- Continued development of teachers' capability to design and deliver balanced literacy and numeracy programs that reflect the general and cross capabilities of the Australian Curriculum at Year level and instructionally matched junctures.
- Secure highly effective first teaching in accordance with the Kedron State School Pedagogical Framework in particular the signature pedagogy of **High Impact Teaching**.
- Strengthen Case Management processes and professional data literacies through school-based professional learning and research underpinned by Sharratt and Fullan.
- Utilising student goal setting as articulated in the **Kedron State School Individual Student Goal Setting Guidelines** to ensure targeted and differentiated individual instruction.
- Providing high levels of differentiated support for students demonstrating above and below Year level expectations.
- Opportunities for Professional Learning Communities to use research and evidence-based professional learning to strengthen expert teaching teams.



- Utilising professional data literacy to inform evidence-based decisions pertaining to the next steps in teaching and learning, promoting a culture of learning that demands mastery of instructional levels and a commitment to future focused student success.
- Adhering to the companion document of the Pedagogical Framework – Kedron State School Wellbeing Framework that drives the school's values and cultural priorities of inclusion and wellbeing.
- Sourcing additional expertise in Trauma Informed Practice through the highly reputable Berry Street Education Model.
- School programs and experiences that reflect highly inclusive practices promoting equity and excellence in education.
- Expanding the Inclusive Education Support Team to include – Inclusive Education Leader, Student Support Teacher and Intensive Teacher in conjunction with additional para professional student support resourcing.

Our school will improve student outcomes by

• Engaging a <i>Head of Teaching and Learning, Inclusive Education Leader and Intensive Support Teacher</i> to prioritise improved curriculum, teaching and learning outcomes for students, driven through individualised educational delivery.	\$98,443
• Securing additional allocation of personnel to support targeted junctures of learning, focused on individual needs.	\$10,000
• Creating and delivering professional learning opportunities that support staff in their implementation of high yield instructional strategies.	\$4,467
• Engaging support staff to work with identified students in literacy to ensure an individualised approach that meets the diverse needs of both intervention and extension requisites.	\$20,000
• TOTAL	\$132,910

References

Bruce, J and Showers, B, 2002, *Designing Training and Peer Coaching: Our needs for Learning*, National College of School leadership, United States of America
 Fisher, D, Frey N and Hattie, J, 2016 *Visible Learning for Literacy – Implementing the Practices That Work Best to Accelerate Student Learning*
 Fullan, M and Sharratt, L, 2012 *Putting Faces on the Data – What Great leaders Do*, Corwin. United States of America, Corwin Publications, Australia
 Timperley H, 2011, *Realising the Power of Professional Learning*, Open University Press, England

Berry Street Education Model, <https://learning.berrystreet.org.au/focus-areas/berry-street-education-model>



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