

Investing for Success

Under this agreement for 2022 Kedron State School will receive

\$ 142,167*

This funding will be used to

Student Focus:

- Prioritise **every students** right to **quality education** through **deep and personalised learning, engagement and wellbeing**
- Improve student academic 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 the Australian Curriculum Year Level in English and Mathematics
- Increase Level of Achievement (LOA) outcomes for all students through differentiating instructional plans to ensure they are individually extended at points of both strength and challenge
- Triangulate LOA attainment with 100% of students meeting 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 and Writing 70% and above, Year 3 Numeracy 60% or above
Year 5 Reading and Writing 60% and above, Year 5 Numeracy 60% or above.

Teacher Focus:

- Improve teacher capability through consistent implementation of Pedagogical Framework and pedagogical mastery
- Support the development of expert teaching teams through promoting collegial observation opportunities that enrich individual competencies
- Utilise the inquiry cycle to drive analysis and discussion that actions student improvement
- Deepen professional expertise in 'case management triage' to provide differentiated student support across Prep – Year 6.

Our initiatives include

- Promoting a culture of learning that demands mastery of instructional levels and a commitment to future focused student success
- 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 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



- Utilise student goal setting as articulated in the ***Kedron State School Individual Student Goal Setting Guidelines*** to ensure targeted and differentiated individual instruction
- 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
- 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
- Interrogating and applying theory and program knowledge from evidence-based practice and research – ***Deep Learning Engage the World Change the World***¹, ***Raising a Mentally Fit Generation***² and Trauma Informed Practice through the highly reputable ***Berry Street Education Model*** to meet contextual complexities
- 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 Junior and Senior School Intensive Teachers in conjunction with additional para-professional student support resourcing.

Our school will improve student outcomes by

• Retaining <i>Inclusive Education Leader and Intensive Support Teachers</i> to prioritise improved curriculum, teaching and learning outcomes for students, driven through individualised educational delivery.	\$96,700
• Securing additional allocation of personnel to support at targeted junctures of learning, focused on individual needs.	\$20,000
• Creating and delivering professional learning opportunities that support staff in their implementation of high yield instructional strategies.	\$5,467
• 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

Professional References

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
 Fullan, M Quinn, J and McEachen, J, 2018 *Deep Learning Engage the World Change the World*, Corwin United States of America, Corwin Publications
 Sutton, Kari, 2020 *Raising a Mentally Fit Generation*, McPherson's Printing, 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>

¹ Fullan, M Quinn, J and McEachen, J, 2018 *Deep Learning Engage the World Change the World*, Corwin United States of America, Corwin Publications

¹ Sutton, Kari, 2020 *Raising a Mentally Fit Generation*, McPherson's Printing, Australia



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