

Investing for Success

Under this agreement for 2022
Elimbah State School will receive

\$180,419*

This funding will be used to

English Learning Area

- Increase the percentage of Prep – Year 2 students achieving a 'C' or above – Target 95%
- Increase the percentage of Prep – Year 2 students achieving an A or B – Target 50%
- Increase the percentage of Prep – Year 6 students achieving a 'C' or above – Target 97%
- Increase the percentage of Prep – Year 6 students achieving an A or B – Target 55%

Mathematics Learning Area

- Increase the percentage of Prep – Year 2 students achieving a 'C' or above – Target 95%
- Increase the percentage of Prep – Year 2 students achieving an A or B – Target 50%
- Increase the percentage of Prep – Year 6 students achieving a 'C' or above – Target 97%
- Increase the percentage of Prep – Year 6 students achieving an A or B – Target 55%

Improve engagement in students from Prep to Year 6 via reduced student disciplinary absences and reduces major behaviour incidents.

Our initiatives include

Improvement Initiatives	Success Indicators
<p>Capability Building</p> <p>Targeted capability building aligned to the Elimbah State School Explicit Improvement Agenda (EIA) for all staff via routine:</p> <ul style="list-style-type: none"> • collaborative planning opportunities; • whole staff professional learning weeks; • analysis and use of data to inform teaching and learning; • observation, feedback and coaching processes; • moderation across year levels, sectors and cluster schools; • Annual Performance Plan development and reviews. 	<ol style="list-style-type: none"> 1. Staff consistently plan, implement and monitor impact of pedagogical approaches and assess learning areas. 2. All staff have regular access to targeted capability building aligned to the school's EIA 3. Staff use data to determine student need, inform targeted responses and track progress. 4. Staff judgment of student achievement is aligned and consistent across year levels and cluster schools. 5. Staff have a documented plan for personal improvement aligned to school priority areas. <p><i>Evidence Base:</i></p> <p><i>Fullan, M & Starratt, L 2012 Putting Faces on the Data: What Great Leaders Do!, Corwin, California, USA.</i></p> <p><i>Starratt, L, 2018 Clarity: What Matters Most in Learning, Teaching, and Leading Corwin, California, USA.</i></p>



Improvement Initiatives	Success Indicators
<p>Delivery of inclusive education practices</p> <ul style="list-style-type: none"> • School purchased Occupational Therapist to support: <ul style="list-style-type: none"> ✓ Implementation of data collection and analysis to identify targeted pedagogies to improve fine and gross motor across the early years sector. ✓ Build capability of early years stakeholders in age appropriate development and early intervention. ✓ Build capability of staff to support identified students. • Delivery of targeted support for 'at risk' students and families via Glasshouse Managing Young People Program (MYCP) initiative. • Delivery of targeted support for 'at risk students' via the purchase of an additional 0.5 FTE of a Support Teacher. • Delivery of targeted support for 'at risk students' via the provision of additional teacher aide hours. 	<ol style="list-style-type: none"> 1. Early Years students achieving annual targets. 2. Students transitioning successfully into school with decreased 'settling in' time and increased engagement in the learning process. 3. Early identification of and intervention for students at risk. 4. Improved outcomes for 'at risk' students. 5. Improved student and family engagement for at risk students. <p><i>Evidence Base:</i></p> <p><i>Fullan, M & Sharratt, L 2012 Putting Faces on the Data: What Great Leaders Do!, Corwin, California, USA.</i></p> <p><i>Sharratt, L, 2018 Clarity: What Matters Most in Learning, Teaching, and Leading Corwin, California, USA.</i></p>
<p>Targeted professional learning aligned to the EIA</p> <p>Delivery of targeted professional learning via participation in:</p> <ul style="list-style-type: none"> ✓ a cluster Critical Friend Network focusing on the work of Lyn Sharratt. ✓ Regionally delivered Age Appropriate Pedagogies. ✓ External provided learning regarding Trauma Informed Practices. ✓ Regionally delivered Positive Behaviour for Learning (PBL). 	<ol style="list-style-type: none"> 1. Consistent delivery of agreed whole school pedagogical approaches. 2. Achieving annual targets in English and Mathematics across years Prep - 6. 3. Improved student engagement across years Prep – 6. <p><i>Evidence Base:</i></p> <p><i>Fullan, M & Sharratt, L 2012 Putting Faces on the Data: What Great Leaders Do!, Corwin, California, USA.</i></p> <p><i>Sharratt, L, 2018 Clarity: What Matters Most in Learning, Teaching, and Leading Corwin, California, USA.</i></p>



Our school will improve student outcomes by

Actions	Costs
Implementing Collaborative Planning Days 1 day x 20 teachers x 4 terms	\$40 000
Implementing Professional Learning Weeks <ul style="list-style-type: none"> • ½ day x 25 teachers x 4 terms (teachers) • 2 hours x 10 TAs x 4 terms (teacher aides) 	\$25 000 \$3 000
Implementing External Professional Learning <ul style="list-style-type: none"> • Sharratt Network (CFN) 3 teachers x ½ Day x 4 terms • Age Appropriate Pedagogies 3 teachers x 2 days • Trauma Informed Practices • PBL <ul style="list-style-type: none"> ○ 4 teachers x 4 days ○ 2 TAs x 4 days 	\$3 000 \$3 000 \$1 000 \$8 000 \$1 500
School purchasing an Occupational Therapist 0.1FTE for 12 months	\$13 000
Buying to Managing Young People Program (MYCP)	\$5 000
Purchasing an Inclusion Teacher 0.5 FTE for 6 months	\$30 000
Purchasing additional Teacher Aide hours	\$47 919
	\$180 419



Shelley Butcher
Principal
Elimbah State School



Michael De'Ath
Director-General
Department of Education



**Queensland
Government**