

# Investing for Success

Under this agreement for 2018  
Hamilton Island State School will receive

**\$21 091**

## This funding will be used to:

Target	Measures
1. Improve the writing achievement of all students in all KLAs by 2019.	<ul style="list-style-type: none"> <li>• <b>Baseline/endpoint:</b> <ul style="list-style-type: none"> <li>○ Semester 1 and 2 Level of Achievement (LOA) data tracking in English, Mathematics and Science until 2019.</li> <li>○ Year 3 and 5 NAPLAN Writing.</li> </ul> </li> <li>• <b>Comparison:</b> <ul style="list-style-type: none"> <li>○ English, Science and Mathematics % 'A', % 'B' and % 'C' or better.</li> <li>○ Year 3-5 Writing NAPLAN relative gain.</li> <li>○ Similar Queensland State Schools (SQSS).</li> </ul> </li> <li>• <b>Monitoring:</b> <ul style="list-style-type: none"> <li>○ P-10 Literacy Continuum – writing aspect - used to monitor progress and plan for next steps in student learning.</li> <li>○ Teacher planning includes evidence of differentiated teaching and learning of writing appropriate to writing demands of different subject/learning areas.</li> <li>○ Records from coaching, observation and feedback activities establish change in teacher practice.</li> <li>○ Semester 1 and 2 report card data.</li> </ul> </li> </ul>
2. Increase the percentage of students in the Upper Two Bands (U2B) in Reading and Writing.	<ul style="list-style-type: none"> <li>• <b>Baseline/endpoint:</b> <ul style="list-style-type: none"> <li>○ Year 3 and 5 reading and writing data.</li> </ul> </li> <li>• <b>Comparison:</b> <ul style="list-style-type: none"> <li>○ Year 3-5 Writing NAPLAN relative gain.</li> <li>○ Similar Queensland State Schools (SQSS).</li> </ul> </li> <li>• <b>Monitoring:</b> <ul style="list-style-type: none"> <li>○ Pre and post testing in literacy blocks.</li> <li>○ Targeted reading groups.</li> <li>○ Levelled Literacy Intervention for students below reading benchmarks and below year level writing cluster.</li> </ul> </li> </ul>

## Our initiatives include

Initiative	Evidence-base
<p>1. Empower teaching staff through workshops and class release time to further build capacity to deliver explicit, differentiated lessons with a focus on the rapid improvement of writing:</p> <ul style="list-style-type: none"> <li>• Regional workshops / seminars on Literacy Continuum, Age Appropriate Pedagogies and the Writing Revolution.</li> <li>• Peer coaching / observation cycles focusing on rapid recalls and warm up</li> </ul>	<ul style="list-style-type: none"> <li>• Fisher, D, Nancy, F &amp; Hattie, J 2016, <i>Visible Learning for Literacy</i>, Corwin, California, US.</li> <li>• Sharratt, L &amp; Fullan M 2012, <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, US.</li> <li>• Marzano, R 2007, <i>The Art and Science of Teaching</i>, ASCD, Virginia, US.</li> <li>• Knight, J 2009, <i>Instructional Coaching</i>, Corwin, California, US.</li> </ul>

\* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



to further improve the transfer of learning.	
<p>2. Strengthen effective school processes, including data walls, pedagogical frameworks and curriculums plans:</p> <ul style="list-style-type: none"> <li>• A reviewed and embedded curriculum plan aligned to the Australian Curriculum.</li> <li>• Reading and Writing Handbooks that are used every day by teacher aides and teachers.</li> <li>• Data wall that is triangulated between LOA data, NAPLAN data and the Literacy Continuum.</li> <li>• Data place mats used to differentiate learning for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Walpole, S &amp; McKenna, M 2017, <i>How to Plan Differentiated Reading Instruction</i>, New York, The Guildford Press.</li> <li>• Sharratt, L &amp; Fullan M 2012, <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, USA.</li> <li>• Fisher, D, Nancy, F &amp; Hattie, J 2016, <i>Visible Learning for Literacy</i>, Corwin, California, US.</li> </ul>

### Our school will improve student outcomes by:

Actions	Costs
Provide targeted professional learning supported by planning, coaching, modelling, observation and feedback processes for all staff.	TRS \$10 000
Provide targeted intervention and extension for students to meet benchmarks and to increase the percentage of students in the U2Bs.	TRS \$10 000
Strengthen effective school processes led by the Principal.	Resources \$1091



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