

Investing for Success

Under this agreement for 2018
Fairview Heights State School will receive

\$271,792*

This funding will be used to

Target	Measures
Increase the percentage of students achieving Stanine 4 and above in PAT R (years 3-6)	Comparison: % of students at Stanine 4 and above in 2017 % of students at Stanine 4 and above in 2017
Increase the percentage of students achieving Stanine 4 and above in PAT M (years 3-6)	Comparison: % of students at Stanine 4 and above in 2017 % of students at Stanine 4 and above in 2017
Increase relative gain of individual students (P-6) using DDSW PM end of semester and end of year Benchmarks	Baseline/Endpoint: Tracking PM levels 2017 - 2018
Increase the percentage of students (35%) in the Upper 2 Bands Year 3 and Year 5 Reading and Numeracy NAPLAN 2018.	Baseline/Endpoint: Year 3 NAPLAN Reading 2017 to Year 3 NAPLAN Reading 2018. Year 5 NAPLAN Reading 2017 to Year 5 NAPLAN Reading 2018. Year 3 NAPLAN Numeracy 2017 to Year 3 NAPLAN Numeracy 2018. Year 5 NAPLAN Numeracy 2017 to Year 5 NAPLAN Numeracy 2018.
100% of students in Year 5 to show relative gain from Year 3-5 NAPLAN all strands.	Comparison: Year 3 – Year 5 NAPLAN relative gain
Increase the number of families attending Showcase	Comparison: Number of parents who attended in 2017 Number of parents who attend in 2018
Increase the percentage of families attending Pre-Prep playgroups, Parent information sessions and other transition opportunities.	Comparison: % of parents who attended transition sessions in 2017 % of parents who attend transition sessions in 2018
100% of teachers involved in professional development and coaching sessions.	Monitoring: SMART goals Action Plans show change in teacher practice
Increase engagement in Digital Technology ACARA hands-on activities for A and B achieving students	Baseline/Endpoint Number of students in 2018 (baseline) to 2020 (endpoint) fitting criteria for participation in Robotics Extension programs.
Increase the number of students (P-4) at or above Words Their Way benchmark to 85%	Comparison: 4 year trend Yr 1 -4 Spelling individual growth
10 % or less of students receiving a D in Science	Comparison: %A, %B, % C level of Science achievement data compared historically.
Decrease the number of Prep students requiring intensive Speech Language support	Comparison: On-Entry to Prep Early Start Literacy and End of Prep Early Start Literacy Test – oral language component
Tier 2 students participation in end of term PBL celebrations.	Monitoring: Data Wall tracking of students with major behaviours each term.
Increase the % of students working from ICPs who achieve their academic goals by end of 2018.	Comparison: Distance travelled compared historically by student for same length of teaching time (1 year)

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



Our initiatives include

	Initiative	Evidence Base
1	Continue to use the expertise of a Lower School Literacy Coach to closely monitor the progress of individual students through the collection and analysis of data and to work with teachers to individualise learning.	Fisher, D, Frey, N & Hattie, J, 2016, <i>Visible Learning for Literacy: Implementing the Practices that Work Best to Accelerate Student Learning</i> , Corwin, California, USA
2	Expand partnerships with early childhood providers and kindergartens to strengthen processes for the transition to Prep.	Tansey, Sonja, 2008, NCAC, <i>School readiness and transition to school</i> , Australian Government http://ncac.acecqa.gov.au/educator-resources/factsheets/qias_factsheet_13_school_transition.pdf
3	Further build teachers' capacity in applying differentiation strategies to classroom learning through professional development sessions and Coaching.	Sharratt, L, & Fullan M, 2012, <i>Putting FACES on the Data: What Great Leaders Do</i> , Corwin, California, USA Fisher, D, Frey, N & Hattie, J, 2016, <i>Visible Learning for Literacy: Implementing the Practices that Work Best to Accelerate Student Learning</i> , Corwin, California, USA
4	Develop and successfully implement challenging but achievable Individual Curriculum Plans for students with identified/verified needs	Sharratt, L, & Fullan M, 2012, <i>Putting FACES on the Data: What Great Leaders Do</i> , Corwin, California, USA
5	Provide interventions for students identified as requiring additional support through the advice from, and programs delivered by, the Learning Support Teachers, Speech Language Pathologist and trained paraprofessionals with a particular focus on the early years.	Sharratt, L, & Fullan M, 2012, <i>Putting FACES on the Data: What Great Leaders Do</i> , Corwin, California, USA
6	Provide focussed and intensive intervention for Tier 2 (PBL) behaviour students	Sugai, George, <i>Schoolwide Positive Behaviour Supports</i>
7	Further develop the implementation of STEM programs	2006-2018 John S. and James L. Knight Foundation https://knightfoundation.org/programs/technology
8	Maximisation of Teacher Aide hours as per the Teacher Aide Certified Agreement to enable employment of extended Teacher Aide hours in our Key Learning Areas to enhance student outcomes.	Fisher, D, Frey, N & Hattie, J, 2016, <i>Visible Learning for Literacy: Implementing the Practices that Work Best to Accelerate Student Learning</i> , Corwin, California, USA
9	Further develop ways to engage with parents and the wider community in education.	Sharratt, L, & Fullan M, 2012, <i>Putting FACES on the Data: What Great Leaders Do</i> , Corwin, California, USA

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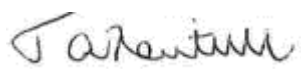


Our school will improve student outcomes by

	Actions	Cost
1	Increase Lower School Literacy Coach to 0.5 to further build teacher capacity to analyse student data to inform teaching and learning, improve data literacy and deliver professional development and parent information sessions.	\$40,000.00
2	Fund a Transition Officer to liaise with feeder childcare centres and kindergartens to increase parent engagement.	\$4,200.00
3	Continue to fund Literacy Pro Reading Program.	\$4,200.00
3	Refine Literacy and Numeracy explicit teaching in ability groups through funding of additional teacher aides.	\$83,500.00
3	Purchase PAT M and PAT R online tests and provide data analysis PD to teachers	\$1,000.00
3	Implement Coaching for all teachers through provision of TRS and employment of internal coaches to develop capability and improve student outcomes.	\$4 200.00
4	Provide targeted Teacher Aide Intervention for students with ICPs.	\$13,500.00
5	Continue to fund a Speech Language Pathologist up to 1 extra day per week and purchase resources for Foundation Q Program to provide Oral Language focussed support programs for identified Prep & Year 1 students with significant speech delays.	\$12,000.00
5	Fund Lower School Support Teacher to work with early years students requiring targeted and intensive intervention	\$40,000.00
5 8	Continue to invest in the provision of quality and consistent Literacy and Numeracy Programs including Before School Reading Club through funding of increased teacher aide hours (Teacher Aide Maximisation)	\$40,000.00
6	Continue to fund the Restart program run by PCYC for students with recurring or long term school suspensions.	\$7,300.00
6	Provide behaviour support for Tier 2 students through use of Behaviour Support Teacher Aides	\$9,200.00
7	Purchase 15 ipads for Media Arts curriculum delivery	\$11,200.00
7	Impact online Course (yr 3 yr 5)	\$4,678.00
7	Introduce Coding Clubs supported through the purchase of robotics and coding resources	\$20,000.00
9	Purchase promotional and advertising materials to Increase parent engagement in their child's education through parent information sessions, social media and invitations to activities (eg Showcase)	\$1,800.00

2017 Carry-Over Balance: \$24,986

TOTAL EXPENDITURE BUDGET: \$296,778



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Fairview Heights State School

Annette Whitehead
A/Director-General
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**Queensland
Government**