Investing for Success

Under this agreement for 2022
Kallangur State School will receive

$508,141*

This funding will be used to:

Target	Measures
Increase percentage of students achieving a C or better by the end of the 2022 Academic Reporting Period	Short Term:

Year Level	English 2021	English 2022 Target		Mathematics 2021	Mathematics 2022 Target
Prep	85%	87%		91%	93%
Yr. 1	84%	86%		86%	88%
Yr. 2	87%	89%		88%	90%
Yr. 3	85%	87%		91%	93%
Yr. 4	77%	79%		80%	82%
Yr. 5	85%	87%		84%	86%
Yr. 6	96%	98%		98%	100%

*Students receiving a C or above (taken from O/S class dashboard Sem 2 data)

Improve Oral Language and Speech for Prep students

Oral Language in Prep Students	Term 1 2021	Term 4 2021	Term 4 2022 Target
Oral Language Difficulties	78%	14%	12%
Significant Difficulties	40%	10%	8%
Mild Difficulties	71%	12%	10%

Measures (Short Term):
- Student, Class and Year Level Data Analysis - Student case management meetings with focus D-C students
- Feedback Cycles related to Learning Areas
- Year Level Curriculum Planning with focus on personalised and differentiated learning inclusive of all children (including focused & intensive teaching)
- Year Level Moderation English and Maths (4 junctures)
- Teacher Aide provision to support Oral Language Program

Medium Term:
- Moderation of Summative Assessment tasks for English and Mathematics (School and Cluster Level)
- Teacher Aide provision to support Oral Language Program

Long Term:
- 2022 Semester One to 2022 Semester Two Academic Reporting Period

Target	Measures
Develop teachers' understanding of high-impact teaching strategies in Literacy and Numeracy, linked to New Pedagogies for Deep Learning teaching critical and creative thinking, making adjustments for students, as well as implementing purposeful feedback cycles into daily/weekly teaching through professional development and mentoring/coaching.	Short Term: ➢ Use of Collegial Engagement to support Teachers in class via HOD-T, HOD-C and DPs ➢ Professional Development of NPDL as Whole-Staff via targeted PLC group and in focused Year Level Meetings via DPs and Principal

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Embed New Pedagogies for Deep Learning and the use of high-yield strategies including effective implementation of Digital Technologies and Age-Appropriate Pedagogies as well as best practice, ASOT and visible learning researc	**Medium Term:** ➢ Continuation of Gradual Release Model applied to Digital Technologies implementation aligned with Apple Distingushied School
Baseline Data to Endpoint Data: School Opinion Survey 'I have access to relevant professional development' ➢ Teachers: 92.2% to 96% 'My school encourages coaching and mentoring activities' ➢ Teachers: 93.9% to 97%	➢ NPDL implementation through 6 Global Competencies coupled with Collaborative Inquiry Learning, coupled with Age-Appropriate Pedagogies and Flexible Learning Enviroments in classrooms **Long Term:** ➢ Consistent use of high quality pedagogical practices aligned with NPDL across all Learning Areas in all Classrooms.
Improve student engagement in learning across all year levels and contexts by ensuring that our whole school community feels safe, secure and accepted. Strong focus on Social Emotional Learning through the Student Wellbeing Team. Baseline Data to Endpoint Data: School Opinion Survey item 'Student behaviour is well managed at this school' ➢ Parents: 93.9% to 97% ➢ Students: 84% to 87% ➢ Teachers: 95.4% to 98% 'This school foster respectful relationships amoung all students' ➢ Parents: 94.8% to 98% ➢ Teachers: 98.5% to 100%	**Short Term:** ➢ Data Analysis of Behaviour (Case Management) and Student Wellbeing Referrals **Medium Term:** ➢ Effective implementation of support strategies and programs to support student engagement (Semester One Reporting Period, Student Wellbeing Referrals) **Long Term:** ➢ Improved Parent and Students confidence and understanding of KSS Behaviour Management Procedures ➢ Semester One to Semester Two Reporting Period A-C Behaviour Data

Our initiatives include:

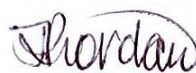| Initiative	Evidence-base
1. Every student is an 'Engaged Successful Learner' that has access to an effectively implemented Australian Curriculum inclusive of their level. Each learner is able to articulate their next steps in learning via success criteria and/or purposeful feedback junctures in Visible Learning.	• Angelo, D 2013 'Identification and assessment contexts of Aboriginal and Torres Strait Islander learners of SAE'. Language Testing and Assessment, Vol. 2, pp. 67-102. • Deloitte Access Economics 2017, Review of education for students with disability in Queensland State Schools, Department of Education, Brisbane: Australia.
2. Every teacher works collaboratively towards the effective implementation of the Australian Curriculum, effecting engaging high quality, evidence-based pedagogies focusing on the success of every student.	

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3. Our school provides a safe, respectful and positive environment that supports the wellbeing of the whole school community.	• DuFour, R and DuFour, R 2012 *The School Leader's Guide to Professional Learning Communities at Work*, Hawker Brownlow Education, Victoria. • Fullan, M. Quinn, J. McEachen, J. – Deep Learning, Engage the World, Change the World Corwin, 2018.
	• Hattie, J. - Visible Learning for Teacher, Maximising Impact on Learning, Rutledge:2012 • Sharratt, L, & Fullan M, 2012 *Putting FACES on the Data: What Great Leaders Do!,* Corwin, California, US • Walpole, S & McKenna, M 2017 *How to Plan Differentiated Reading Instruction*, New York, The Guildford Press.

Our school will improve student outcomes by:

Actions	Costs
Every Student Succeeding: ➢ Support the implementation and embedding of highly effective early intervention programs by engaging additional specialist educators (Speech Language Pathologist, Occupational Therapist, Teacher Aides)	$400,000
Every Teacher Effective: ➢ Provide targeted professional learning that supports teachers working collaboratively towards the consistent implementation of the Australian Curriculum including whole-school assessment and reporting practices, and purposeful feedback processes. (Collegial Engagement - HOD-T, HOD-C, DP) ➢ The teaching and learning of Literacy and Numeracy across the curriculum and the use of high quality, evidenced-based pedagogies leveraging Digital Technologies.	$88,141
Every Person Safe, Secure and Accepted: ➢ Implement and support initiatives through targeted resourcing enhancing curriculum delivery through student engagement, ensuring the effective progression of a positive whole school environment, where the wellbeing of every person is considered and measured ensuring every person feels safe, secure and accepted. (Curriculum Resourcing, Collegial Engagement, Student Engagement Officer)	$20,000

Andrew Swales
Principal

Julie Riordan
School Council Chair

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