

Investing for Success

Under this agreement for 2019
Seaforth State School will receive

\$49,222*

This funding will be used to

Target	Measure
1. Develop teacher understanding of the General Capability of Literacy needs in English of the Australian Curriculum.	Goal: 100% of students with SMART goals
2. Increase the percentage of students achieving a 'C' or higher in Australian Curriculum: English	Goal: 90 % students
3. Increase the percentage of students at or above NAPLAN National Minimum Standard (NMS) for Year 3 and 5 in all areas.	Goal: 90 % of students above NMS.
4. Increase the impact of student engagement by supporting teachers in implementing Age Appropriate Pedagogies.	Goal: 100% P-2 students achieving 'C' or higher in across all Learning Areas

Our initiatives include

Initiative	Evidence base
<p>Increasing teacher capacity and capability of understanding the Literacy needs across all Learning Areas of the Australian Curriculum to improve student outcomes.</p> <ul style="list-style-type: none"> - Participation in term cluster Australian Curriculum planning days for their appropriate year levels. - 100% students able to articulate what 'Next Steps' are needed to demonstrate a 'C' or higher in Australian Curriculum English 	<p><i>Every Student Succeeding 2018 – 2022. DE.</i></p> <p><i>Visible Learning for Teachers: Maximising Impact on Learning (Hattie, 2012)</i></p> <p><i>Clarity: What matters most in learning, teaching and leading (Lyn Sharratt, 2018)</i></p>
Scheduling Early Start across P – Yr 2 and using to inform teaching and/or intervention to improve literacy and numeracy in the Early Years	<i>Putting FACES on the data: What great leaders do! (Sharratt and Fullan, 2012)</i>
Building teacher capacity and capability with the use of the Literacy Continuum and Early Start data tool to identify student skills for development	<p><i>Putting FACES on the data: What great leaders do! (Sharratt and Fullan, 2012)</i></p> <p><i>Every Student Succeeding DE.</i></p> <p><i>Visible Learning for Teachers: Maximising Impact on Learning (Hattie, 2012)</i></p> <p><i>Clarity: What matters most in learning, teaching and leading (Lyn Sharratt, 2018)</i></p>

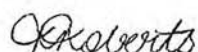
Our school will improve student outcomes by

Actions	Cost
Provide extra teacher aide support for in classrooms to support teachers and students during Literacy and Numeracy sessions each day.	\$16000
Teacher Release Scheme (TRS) to build teacher capacity in data literacy - Literacy Continuum to improve student outcomes (SMART GOALS). TRS to embed Professional Learning Communities (PLC) across the	\$12000

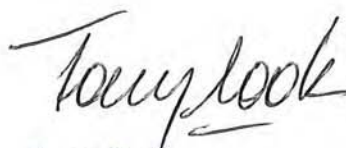
* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



Cluster (Learning Walks).	
Provide teacher aide time to ensure Prep/Yr 1/Yr 2 has a permanent aide all week (approx. 6 hrs per week)	\$ 7000
Provide release time and Professional Development for teachers to work in PLCs to set, monitor and review student progress in literacy and numeracy	\$ 6000
Teachers released to participate in cluster planning days with Cluster Head of Curriculum and year level teachers from cluster schools each term: Australian Curriculum	\$ 4320
Increase iPad/Computer stock to increase activities for reading centres for all students to access.	\$ 3902



Kelly Roberts
Principal
Seaforth State School



Tony Cook
Director-General
Department of Education

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Queensland
Government