

# Investing for Success

## Under this agreement for 2020 Darra State School will receive

**\$162,205\***

### This funding will be used to

- Increase teacher capability through focused coaching, professional development through 'Research and Development' sessions, reflection and adapting pedagogy in the classroom. Focus of Workforce Plan is our Explicit Improvement Agenda:  
Every Student Succeeding through:  
Quality teaching of Writing across different Learning Areas  
Wellbeing.
- Increase the percentage of Prep students able to read and comprehend short, predictable texts to achieve regional target of PM 7 from 70% to 80%.
- Development of consistent expectations of the teaching of writing across the school so the metalanguage is consistent for the students.
- Increase the percentage of students in NAPLAN (Reading)
  - U2B from 37.5% in Year 3 to 45% and from 8.3% in Year 5 to 25%
  - NMS from 96.9% in Year 3 to 100% and from 83.3% in Year 5 to 100%

### Our initiatives include

To achieve consistency across the school in classroom practice and pedagogy, when teaching writing and to focus on Wellbeing, the school will:

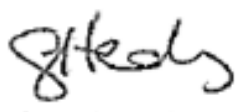
- Employ a full-time Head of Department (Curriculum) to develop teacher capability through providing targeted professional development and coaching to deepen teachers' understanding of the Australian Curriculum and pedagogical practice in the teaching of writing.
- Embed consistent pedagogical practice in the teaching of writing and use pre assessment to inform practice so every student succeeds. (Putting faces on the data – Sharrett and Fullan)
- Develop and implement a Writing Placemat to ensure consistency of language and expectations across the school. (Better Learning through structured teaching – A framework for the gradual release of responsibility – Fisher and Frey; Teaching of writing – Sheena Cameron)
- Develop a shared understanding of 'data literacy' and support teachers and leadership teams to effectively use data to inform targeted teaching. (Putting faces on the data – Sharrett and Fullan)



- Employ Inclusion Teachers to support teachers to differentiate for students with different learning needs within their classroom. (Maker Model)
- Employ additional Teacher Aide time to support students with differentiated learning in their classrooms.
- Screen all Prep students for hearing and vision when they begin school to identify students who require additional follow up.

### Our school will improve student outcomes by

Action	Costs\$
Employment of a full time HOC to support staff implementing the school priorities (0.55)	\$69 899
Employment of an Inclusion Teacher to support diverse learners in the classroom	\$63 061
Employ additional Teacher Aides to support students in classroom.	\$28 295
Hearing assessment for all Prep students and other identified students.	\$950
Total	\$162 205



**Gayle Healey**  
Principal  
Darra State School



**Tony Cook**  
Director-General  
Department of Education



**Queensland  
Government**