

Investing for Success

Under this agreement for 2022

Tallebudgera State School will receive

\$264132*

This funding will be used to

Target	Measures
1. WRITING Increase the % of students achieving a C or above in writing for Prep to Year 6 students.	<ul style="list-style-type: none"> Writing levels of achievement for Prep -Year 6 students at moderation and reporting checkpoints. Year 3 and 5 NAPLAN National Minimum Standard (NMS) data.
2. READING Increase the % of students achieving C or above in reading for Prep to Year 6 students.	<ul style="list-style-type: none"> Reading levels of achievement for Prep -Year 6 students at monitoring and reporting checkpoints. Year 3 and 5 NAPLAN National Minimum Standard (NMS) data.
3. MATHEMATICS Increase the % of students achieving C or above in mathematics for Prep to Year 6 students.	<ul style="list-style-type: none"> Mathematics levels of achievement for Prep -Year 6 students at monitoring and reporting checkpoints. Year 3 and 5 NAPLAN National Minimum Standard (NMS) data.

Our initiatives include

Initiative	Evidence base
1. Oral Language – The foundation of effective reading and writing Implement an evidence-based, whole-school approach to the development of oral language including early assessment and intervention.	<ul style="list-style-type: none"> Beck, I, McKeown, M & Kucan, L, <i>Bringing words to life</i> 2013 The Guilford Press <i>Strategic Plan 2019-2023</i>, Department of Education, Qld Gonski, D, Arcus, T et al, <i>Through Growth to Achievement (Report of the Review to Achieve Educational Excellence in Australian Schools GONSKI 2.0)</i>, March 2018
2. Literacy development prior to school age Engage families to help their young children to develop early literacy skills with a focus on oral language.	
3. Targeted Professional Learning Provide targeted professional learning to ensure staff are well equipped to deliver highly effective, evidence-based teaching practices.	<ul style="list-style-type: none"> Archer, A & Hughes, C, <i>Explicit Instruction: Effective and Efficient Teaching</i> Buffum, A, Mattos, M & Weber, C 2011 <i>Simplifying Response to Intervention</i>, Hawker Brownlow, Victoria Fisher, D & Frey, N, 2014, <i>Better Learning Through Structured Teaching</i>, Alexandria, VA. Fisher, D, Frey, N & Hattie, J 2016, <i>Visible Learning for Literacy</i>, Corwin, California. Sharratt, L 2019 <i>Clarity</i>, Corwin, California DuFour, R, DuFour, R, Eaker, R, Many, T & Mattos, M 2016, <i>Learning by Doing</i>, Hawker Brownlow Education, Victoria Booker, Bond & Seah 2021 <i>Teaching Primary Mathematics</i>, Pearson, Melbourne
4. Reading and writing intervention Provide targeted intervention in reading and writing to support students to meet the achievement standard and/or accomplish individual learning goals.	

Our school will improve student outcomes by

Actions	Cost
Employ staff to support professional learning and professional learning release (<i>Initiatives 1 & 3</i>)	\$206820.70
Employ staff to deliver high-quality early intervention focused on literacy and numeracy and to coordinate early oral language assessment and intervention (<i>Initiatives 2 & 4</i>)	\$57311.27



Zoe Harlow
Principal



School council chair



Queensland
Government