

Investing for Success



Under this agreement for 2022 Ipswich North State School will receive

\$150 403*

This funding will be used to

State schools are allocated this funding to support students to achieve improved outcomes across all stages of schooling. In line with our Strategic Plan 2022-2025, Ipswich North State School will allocate this funding to support achievement of key 2022 goals:

- Increase the percentage of all students attaining a C standard or higher in English to 90% in 2022.
- Increase student use of feedback aligned to success criteria to improve writing.
- Increase the percentage of all students achieving the assigned cluster level for their grade on the literacy continuum to 85%.
- Increase the percentage of Prep-Year 2 students achieving their cohort goal on their phonics check to 80%.
- Increase the percentage of Year 1 students achieving fluent decoder level on the Year 1 National Phonics check to 75%.
- Develop student understanding of their roles and responsibilities in relation to learner behaviours to increase engagement.

Our initiatives include

Initiative	Evidence-base
Implementing a specialist Technologies teacher to take an extra hour a fortnight of NCT for classroom teachers to engage in Professional Learning Teams. Teachers will engage in research to improve pedagogical practices.	DuFour, R and Fullan, M 2013 <i>Cultures built to last: systemic PLCs at Work</i> . Hawker Brownlow Education, Victoria
Deepen the whole staff knowledge and understanding of the Australian Curriculum. Continue learning analysis and moderation cycles with classroom and specialist teachers, who are released from class to work collaboratively with the HOD-C every 5 weeks. Through data cycles, teachers engage in the analyses of student formative assessment, analyses and plotting of students on the Literacy Continuum to inform, plan and implement target teaching.	Hargreaves, A & Fullan, M, 2012 <i>Professional Capital - Transforming Teaching in Every School</i> . Teachers College Press, New York US. Archer, A & Hughes, C 2011. <i>Explicit Instruction: Effective and Efficient Teaching</i> . Guilford, New York. Hollingsworth, J 2017 <i>Explicit Direct Instruction (EDI): The Power of the Well-Crafted, Well Taught Lesson</i> . Corwin Press US. Heacox, D 2017. 'Making Differentiation a Habit: How to ensure success in Academically Diverse Classrooms,' Free Spirit Publishing, Minneapolis, US. Sharratt, L, & Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i> , Corwin, California, US 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.
Provide extra speech therapy services in our early years.	Achibald, L 2017 SLP-educator classroom collaboration: A review to inform reason-based practice. SAGE, UK.



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Embed Sounds Write Phonics program from Prep – Year 2.	Case, S., Philpot, D and Walker, J 2009 <i>Sounds Write Report to Schools: Longitudinal study of literacy development from 2003-2009, following 1607 pupils through Key Stage 1. UK</i>
Develop all staff capability in embedding the Berry Street Education Model – trauma informed practice.	Stokes, H., & Turnbull, M. (2016). <i>Evaluation of the Berry Street Education Model: Trauma informed positive education enacted in mainstream schools.</i> Melbourne: Youth Research Centre, Melbourne Graduate School of Education, The University of Melbourne.
Provide increased access to digital equipment to develop the ICT general capabilities of students.	Australian Curriculum ICT General Capability
Further developing the leadership team and school culture with hiring an external coach.	

Our school will improve student outcomes by

Actions	Costs
Engage a specialist teacher to release teachers for 1 hour per fortnight to release teachers to engage in Professional Learning Teams to build high performing teams, collective efficacy, teacher capability and capacity in signature practices in literacy and pedagogical practices.	Salary \$42,403
Engage a Speech Language Pathologist for an additional day per fortnight to support speech and language identification and early intervention.	Salary \$10,000
Provide TRS to enable year level teams and leaders to engage in collaborative learning analysis, moderation and professional conversations regarding curriculum, pedagogy and assessment to reduce variability between classroom content • 2 x half day release per term	TRS \$40,000
Build capability of P-2 teachers in Sounds Write.	TRS \$6,000 PD \$6,000
Develop all staff capability in trauma informed practice by continuing staff learning in the Berry Street Education Model.	TRS \$6,000 PD \$8,000
Professional coaching for the leadership team “ Building school culture”.	\$10,000
Purchase technology (laptops/lpads) to build the ICT capabilities of students.	\$22,000



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