

Investing for Success

Under this agreement for 2022
William Duncan State School will receive

\$275,224*

This funding will be used to

Target	Measures																					
Increase the percentage of students achieving a 'B' or above on their end of Semester English and Math reports.	Increase the percentage of students achieving a 'B' or above on their end of Semester Report – English.																					
	<table><tr><th>Semester</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr><tr><td>1</td><td>30%</td><td>30%</td><td>30%</td><td>30%</td><td>30%</td><td>30%</td></tr><tr><td>2</td><td>40%</td><td>40%</td><td>40%</td><td>40%</td><td>40%</td><td>40%</td></tr></table>	Semester	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	1	30%	30%	30%	30%	30%	30%	2	40%	40%	40%	40%	40%	40%
	Semester	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6															
	1	30%	30%	30%	30%	30%	30%															
	2	40%	40%	40%	40%	40%	40%															
	Increase the percentage of students achieving a 'B' or above on their end of Semester Report – Math.																					
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	2	60%	60%	60%	50%	50%	50%															
Comparison																						
<ul style="list-style-type: none">Historical English and Math 'A - E' school assessment data.																						
Monitoring																						
<ul style="list-style-type: none">Teacher planning documents and lesson observations.Student writing samples.Student reading assessments.Student math assessments.Student portfolios.English and Math 'A - E' data.																						
Increase the percentage of students transitioning throughout the Early Years 'on track'.	Particular focus in the Social Competence domain of the Australian Early Development Cencus (AEDC) from 64.5% (2021 AEDC) to 80% 2024.																					
	Comparison																					
	<ul style="list-style-type: none">Percentage of children achieving a 'C' or above in English and Math – Years 1 - 2.Comparison of data P – 2.Percentage of students transitioning into Prep 'on track'.																					
	Monitoring																					
	<ul style="list-style-type: none">P-10 Literacy Continuum monitoring.Early Start data monitoring.Research data relating to Nerang Alliance’s partnerships with Griffith University.Diagnostic assessments.Teacher planning documents and lesson observations.Early Childhood Education Center Transition Statements.																					



Our initiatives include

Initiative	Evidence Base
Providing focussed and intensive teaching for students requiring additional support and extension, to realise potential at, or above year level achievement standards. Explicit Improvement Agenda in the subject of reading.	Marzano, Robert J, 2017, The New Art and Science of Teaching, Moorabbin, Vic Sharratt, L, & Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, USA
Enabling professional learning through Professional Learning Teams to ensure teacher proficiency in delivering High Yield and Explicit Instruction strategies and ensuring planning for these is in place across all year levels. 2022 Explicit Improvement Agenda in the subject of reading.	Hattie & Yates 2014 Visible Learning and the Science of how we learn, Routledge, UK Archer, A & Hughes, C 2010 Explicit Instruction: Effective and Efficient Teaching DuFour, R & DuFour, R 2012 The School Leader's Guide to Professional Learning Communities at Work Cameron & Dempsey 2020 The Reading Book: A complete guide to teaching reading, Auckland, NZ
Building teacher capability in gathering and using evidence to plan differentiated curriculum and assessment and to successfully implement ambitious but achievable curriculum. Providing time for teachers to clearly plan together to reach this initiative.	Harris & Jones, 2014 Disciplined Collaboration in Professional Learning AITSL DuFour, R & DuFour, R 2012 The School Leader's Guide to Professional Learning Communities at Work Hawker Brownlow Education, Victoria. Education Queensland 2017 'The Cycle of Inquiry'

Our school will improve student outcomes by

Actions	Costs
Employing additional staff (teachers and teachers aides) to provide opportunities for teaching staff to engage:	
- in collaborative data inquiry and action learning using Professional Learning Teams (PLTs) to plan and respond with evidenced based initiatives towards improved achievement for all students;	\$190,000
- in collaborative planning sessions to build capacity, knowledge and understanding of the Australian Curriculum to ensure alignment between curriculum planning, curriculum delivery, assessment and reporting;	\$40,000
- in the implementation of targeted intervention and extension support for students.	\$15,224
Providing access to Professional Learning for all teaching staff with Sheena Cameron and Louise Dempsey in the area of Reading throughout 2022	\$30,000



Mr Regan Gant
Principal
William Duncan State School



Mr Michael De'Ath
Director-General
Department of Education



**Queensland
Government**