

# Investing for Success

Under this agreement for 2022  
Murarrie State School will receive

**\$25,312\***

## This funding will be used to

Target	Measures
1. Increase the percentage of current students achieving an C or B in English by the end of the year 2022	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ English – 80% C or better – Sem 2 (2022); Sem 2 (2023)</li> <li>○ P-10 Literacy Continuum – 80% at benchmark or better - Sem 2 (2022); Sem 2 (2023)</li> <li>○ Year 3/5 NAPLAN Reading data (2022)</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ English A–E and NAPLAN reading, writing and spelling NMS data from Similar Queensland State Schools (SQSS).</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Number of Indigenous students identified as IEAL/D and bandscaled in OneSchool</li> <li>○ Teacher planning documents and lesson observations</li> <li>○ Student feedback and work samples</li> <li>○ Movement on P-10 Literacy continuum</li> <li>○ English A–C data</li> </ul> </li> </ul>
2. Increase the percentage of current P/1 students achieving 'benchmark' or above for Reading by end of year 2022	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ P–10 Literacy continuum: Semester 2, 2022 to Semester 2, 2023</li> <li>○ English A–C, Semester 2, 2022 to Semester 2, 2023 as per Individual Curriculum Plan</li> <li>○ Norm-referenced diagnostic assessments Semester 2, 2022 to Semester 2, 2023.</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Distance travelled compared historically (by student) for same length of teaching time (1 year)</li> <li>○ Reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain.</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Staff feedback on relevance and impact of professional learning</li> <li>○ Student engagement and behaviour monitored as new teaching strategies applied</li> <li>○ P – 10 Literacy continuum monitoring</li> <li>○ Case management records</li> <li>○ Student work samples.</li> </ul> </li> </ul>
3. Increase/Maintain the percentage of Year 3 and Year 5 students who achieve in the U2B in NAPLAN.	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ English 30% B or better Y3 &amp; Y5 – Sem 2 (2022) - Sem 2 (2023)</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain.</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Staff feedback on relevance and impact of professional learning</li> <li>○ P – 10 Literacy continuum monitoring</li> <li>○ Running records – PROBE</li> </ul> </li> </ul>



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## Our initiatives include

Initiative	Evidence-base
<ul style="list-style-type: none"> <li>○ Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year level achievement standards.</li> <li>○ Provide extension opportunities for those students demonstrating high levels of achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Stuart, M and Stainthorp, R 2015, <i>Reading Development and Teaching</i>. Sage, London.</li> <li>• Sharratt, L, &amp; Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, US</li> </ul>
<ul style="list-style-type: none"> <li>○ Establish effective school processes, including establishing case management and professional learning teams (PLTs)</li> <li>○ Build teacher capability in gathering and using evidence to determine the different year-level curriculum some students require and to develop and successfully implement challenging but achievable Individual Curriculum Plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Walpole, S &amp; McKenna, M 2017 <i>How to Plan Differentiated Reading Instruction</i>, New York, The Guildford Press.</li> <li>• Sharratt, L, &amp; Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, USA</li> <li>• DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria.</li> </ul>

## Our school will improve student outcomes by

Actions	Costs
Purchase additional "Roaring with Pride" positive behaviour support materials	\$1,312
Purchase TRS teachers to release classroom teachers to participate in collaborative planning days and professional development days	\$4,000
Continuing to employ additional teacher aides to support and deliver literacy/numeracy with personalised teaching and intervention that is targeted and meets the needs of all students.	\$12,000
Employ an Executive Coach to engage in collaborative data inquiry, action learning, classroom visits and professional conversations with teachers around the full implementation of the Australian Curriculum.	\$8,000



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