

# Investing for Success

**Under this agreement for 2018  
Graceville State School will receive**

**\$246,943\***

## This funding will be used to:

- increase the percentage of Year 3 students in NAPLAN Reading Upper Two Bands (U2B) to be greater than 75%
- increase the percentage of Year 5 students in NAPLAN Reading U2Bs to be greater than 70%
- increase the percentage of Year 3 students in NAPLAN Spelling in the U2Bs to be greater than 60%
- develop a learning plan for students who are below the National Minimum Standard (NMS).

## Our initiatives include:

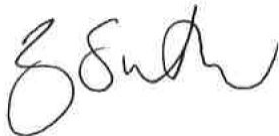
- using data to inform student learning in reading and spelling (based on the work of Lyn Sharrat in *Putting the Faces on the Data* 2012)
- building the collective capacity of our teachers (through DoE Cycles of inquiry model)
- building the collective capacity of our teachers to understand and use the Australian Curriculum (through FN collaborative planning sessions for all year levels (based on Kath Murdoch, *The Power of Inquiry* 2016)
- aligning work to Teacher Theories of Action outlined in the Curiosity and Powerful Learning Manuals (Wayne Craig and Professor David Hopkins)
- strengthening teaching capability through focused professional development, cycles of inquiry and coaching

## Our school will improve student outcomes by:

- Using collaborative methods to plan student learning and use data to inform student learning through: **\$146 943**
  - collaborative, facilitated, targeted planning – year level cohorts (teacher release)
  - collaborative, focused data driven analysis and intervention – year level, class and individual levels (teacher release)
  - developing targeted, intensive support or extension programs (Hot Spotting) enacted by teacher aides to support student learning
  - funding employment of teacher to run support program for students at risk (at or below the NMS).
- Building collective capacity of school leaders and teachers through funding release: **\$100 000**



- to enact identified best practice in good first teaching in reading and spelling
- to enact targeted PD, cycles of inquiry, supported by coaching an identified teacher; and aligning work to Teacher Theories of Action – setting challenging learning tasks that are purposeful, clearly defined, differentiated and challenging so students experience powerful, progressive and precise learning.



**Zoe Smith**  
Principal  
Graceville State School



**Patrea Walton**  
A/Director-General  
Department of Education

