

Investing for Success

Under this agreement for 2020
Fitzgerald State School will receive

\$300,199*

This funding will be used to

Target	Measures
<p>1. Increase the percentage of students achieving at C or better at the end of year reporting period</p> <p>Baseline/endpoint: Headline Indicator Report</p> <ul style="list-style-type: none"> - AC English 77.4% to 88% 2020 - AC Maths 79.4% to 88% 2020 	<p>Short Term:</p> <ul style="list-style-type: none"> - Student case management meetings - Formative assessment and feedback practices - Teacher cooperative curriculum planning and data analysis - Year level & vertical moderation sessions - Data conversations held with Administration Team - Class data OneNote document - Teacher Aide provision to support quality differentiation practices. <p>Medium Term:</p> <ul style="list-style-type: none"> - Cluster Moderation of English and Maths summative assessments. <p>Long Term:</p> <ul style="list-style-type: none"> - Semester One to Semester Two reporting
<p>2. Ensuring that teachers employ high quality, evidenced based practices and pedagogies which are focussed on success for every student.</p> <p>Baseline/endpoint: School Opinion Survey 'My school provides opportunities for coaching and mentoring'</p> <ul style="list-style-type: none"> - Teachers S3213 79.4% 2019 to 90% 	<p>Short Term:</p> <ul style="list-style-type: none"> - Teachers engaged in Learning Walks around Lyn Sharratt's Learning Walk protocol. - Use of the third teacher (Learning Walls) across all classrooms. - Use of strategies from Professional Development (PD) provided to teaching staff through the Reading Centre in classrooms. - Employment of Coach <p>Medium Term:</p> <ul style="list-style-type: none"> - Gradual release of responsibility model applied to coaching and mentoring of staff around quality pedagogical practices (Inquiry Learning including Science, Technology, Engineering and Mathematics (STEM) and Age Appropriate Pedagogies) to ensure consistency and alignment. <p>Long Term:</p> <ul style="list-style-type: none"> - Consistent use of quality pedagogical practices in all classrooms.
<p>3. Improve positive behaviour for learning across all school contexts</p> <p>Baseline/endpoint: School Opinion Survey item 'Student behaviour is well managed at school'</p> <ul style="list-style-type: none"> - Students S2044 86.4% 2019 to 95% - Parents S2012 91.7% 2019 to 97% - Teachers S2074 85.3% 2019 to 90% 	<p>Short Term:</p> <ul style="list-style-type: none"> - Ongoing communication, consultation and feedback processes - Positive Behaviour for Learnings (PBL) fortnightly planning and review meetings. <p>Medium Term:</p> <ul style="list-style-type: none"> - Completion of Tier 1 Training Days - Review of the Student Code of Conduct and Discipline Improvement Plans. <p>Long Term:</p> <ul style="list-style-type: none"> - Improved Staff, Parent and Student confidence and understanding of the Fitzgerald Behaviour Management Procedure.



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Our initiatives include

Initiative	Evidence-base
1. Every student has access to an engaging curriculum at their level, is encouraged to have a positive attitude to learning and is able to access information to articulate the next steps in their individualised learning.	<ul style="list-style-type: none"> • Deloitte Access Economics 2017, Review of education for students with disability in Queensland state schools, Department of Education, Brisbane: Australia. • Hattie, J. - Visible Learning for Teacher, Maximising Impact on Learning, Rutledge:2012 • Marzano & Brown. Art & Science of Teaching: What teachers gain from deliberate practice. ASCD:2009 • Munro, J. Effective strategies for implementing differentiated instruction. ACER:2012 • Timperley, H. Using assessment data for improving teaching practice. ACER:2009 • Willam, D. Embedding Formative Assessment. Learning Sciences International:2015 • Sharratt, L. & Fullan, M. Putting FACES on the Data: What Great Leaders Do!, Corwin, California, US, 2012 • Sharratt, L. Clarity. Corwin 2019 • Fisher, D. and Frey, N. Gradual Release of Responsibility Instructional Framework. ASCD:2013 • Guide to Classroom PBL © The State of Queensland (Department of Education) 2018.
2. Every teacher works collaboratively towards the consistent implementation of whole of school curriculum, assessment and reporting practices, employing high quality, evidenced based pedagogies which are focussed on success for every student.	
3. The school provides a safe, respectful and positive environment that supports the wellbeing of the whole school community.	

Our school will improve student outcomes by

Actions	Costs
Every student succeeding: Engaging additional specialist educators to support students to access an engaging curriculum at their level.	Additional Specialist Teacher and Teacher Aide wages \$220,000
Every teacher effective: Creating a professional development program that supports teachers to work collaboratively towards the consistent implementation of Australian Curriculum and whole of school assessment and reporting practices, the teaching and learning of literacy across the curriculum and the use of high quality, evidenced based pedagogies.	Professional Development costs \$77,000
Every person safe, valued and well: Developing and supporting initiatives that contribute to a positive whole school environment, where every person feels safe, valued and well. Including releasing staff to engage in Teir 1/2 PBL Training.	Resources and workshop costs \$3,199



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