



Sandgate State School

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Investing for Success

Under this agreement for 2020
Sandgate State School will receive

\$171 505*

This funding will be used to

Target	Measures
<p>IMPROVEMENT OF STUDENT ACHIEVEMENT by strengthening teacher capability in an Explicit Improvement agenda - Priorities: Reading and Writing through targeted utilization of data sets, in alignment with our vision of EVER AIM HIGH</p> <p>TARGETS - meeting the potential of our students (ICSEA 80)</p>	<p>Baseline:-</p> <p>53% students in all year levels achieving B standard and above in English</p> <p>44% students in all year levels achieving C standard in English</p> <p>NAPLAN Reading Targets – 2020</p> <ul style="list-style-type: none"> Year 3 Reading - 100% NMS – (2019 – 98.5%) Year 5 - Reading 100% NMS – (2019 – 94.4%) Yr. 3 U2B – 75% (2019 – 70.6%) Yr 5 U2B – 55% (2019 - 36.6%) <p>NAPLAN Writing Targets – 2020</p> <ul style="list-style-type: none"> Year 3 - 100% NMS (2019 – 95.7%) Year 5 - 100% NMS (2019 – 91.5%) Yr 3 U2B – 65% (2019 – 46.4%) Yr5 U2B - 25% (2019 – 19.7%) <ul style="list-style-type: none"> All Prep students achieve F and P Benchmark - Level E or more by the completion of Prep Year All Staff involved in researching best practice for the explicit teaching of spelling and writing All staff involved in training in the Sandgate State School explicit teaching of Reading approach and have access to all required resources to implement effectively. All staff to develop and implement a PDP in line with school priorities. All students achieve at year level Regional Reading Data expectations All students are tracked for reading and writing progress All students not improving are identified and planning/ resources are put in place to achieve optimum outcomes. <p>Year Level Leaders actively engaged in Case Management cycle with Line Manager</p>

* Funding amount estimated on 2019 data. Actual funding will be determined after 2020 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2020 enrolment data and student learning needs.



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	<p><u>Comparison:-</u></p> <p>Increase the % of students achieving B standard and above in English</p> <p>Decrease the % of students achieving D and below in English</p> <p><u>Monitoring:-</u></p> <ul style="list-style-type: none"> • Teacher planning includes evidence of differentiated teaching and learning. • Pre and post unit assessment • Walk through data identifies 75% or above of students know and can articulate their reading goal • Walk through data identifies that the Reading program is aligned and connected to the Australian Curriculum across the school. • 100% teacher reporting 'more confident' with connecting best practice of teaching reading – survey data completed on 2020 SFD Program. Our Reading Action Plan states- By end of 2020 we will have 100% of teachers consistently connecting best practice of teaching reading using instructional models • Consistent approach to the teaching of both Phonological Awareness and Phonics researched and developed for introduction in 2021.
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Our initiatives include

<i>Initiative</i>	<i>Evidence-base</i>
Embed a whole school approach to teaching literacy that is consistently implemented and supported by an agreed coaching model and continue to refine through pedagogical feedback processes.	Sharratt, L, & Fullan M, 2012 <i>Putting FACES on the Data: What great leaders do!</i> Corwin California, US. Knight, J, 2009, <i>Instructional Coaching</i> Hawker Brownlow Victoria, Australia.
Develop teacher knowledge and understanding of the P-10 Australian Curriculum content descriptors and achievement standards by implementing robust planning, feedback and moderation processes.	William, D, 2011 <i>Embedded Formative Assessment</i> The Solution Tree, USA.
Build teacher capability in the teaching of reading within the Australian Curriculum, focussing on an explicit teaching model that incorporates critical and creative thinking.	Ron Ritchhart, R, 2015, <i>Creating Cultures of Thinking</i> Jossey Bass, San Francisco, California, USA. Marzano, R, 2009 <i>Setting the Record Straight on "High-Yield" Strategies</i> .
Embed and strengthen effective whole school processes, including data conversations, case management procedures and PLC's.	<i>Government of South Australia, Research into Practice Understanding the Reading Process</i> June 2012, Deslea Konza Phonics.
Provide intensive teaching for targeted students to improve student achievement data and a whole school approach for the identification and extension of high performing students.	Weber, C., Hierck, To., Larson, G., 2016 <i>Collaborative Systems of Support Learning for All</i> .
Provide a Strong Start to Prep by early identification of oral language needs and commence of early intervention.	Heckmann, J, Conti G, Pinto, R., 2014 <i>Investing in Early Years</i>

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Our school will improve student outcomes by

Employ a Speech Language Pathologist above allocation and oral language program implementation in the Early Years	\$15 000
Provide a wide range of quality reading materials to ensure Guided, Modelled, Shared and Independent reading processes are enacted	\$10 000
Embed effective collaborative school processes, including, Case Management, Data conversation and Collaborative planning days.	\$40 000
Data collection processes to inform data conversations and teaching practice	\$20 000
Early Intervention Program	\$50 220
Provide targeted professional development including agreed coaching model using internal and external support, professional reading, TRS to release teams to develop their teaching practice in response to new learnings.	\$36 285



Angela Bell
Principal
Sandgate State School



Tony Cook
Director-General
Department of Education

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