

Investing for Success

**Under this agreement for 2022
Nanango State School will receive**

\$280,322*

This funding will be used to

- Increase student achievement (C or above) to 100% in English, Maths and Science in 2022
- Contribute to the target of all students making progress in their individual reading goals
- Increase whole school attendance from 88.8% (2021) to 93%
- Improve student learning outcomes in prep by implementing targeted early years strategies
- Reduce the number of school disciplinary absences from 51 to 25 for 2022
- Improve teacher and teacher aide capability through targeted, professional development and support to directly impact student outcomes in English, Maths and Science
 - Increase the percentage of Year Three students in NAPLAN upper two bands (U2B) to 40% or above in reading in 2022
 - Increase the percentage of Year Three students in NAPLAN upper two bands (U2B) to 30% or above in numeracy in 2022
 - Increase the percentage of Year Five students in NAPLAN upper two bands (U2B) to 30% or above in reading, numeracy in 2022
- Increase the percentage of Year Three and Year Five students achieving NAPLAN National Minimum Standards (NMS) to 100% in reading and numeracy in 2022

Our initiatives include

- Enhancing teacher capability through a targeted and differentiated approach to instructional coaching, walkthroughs, observations and feedback ensuring teachers are supported to deliver highly effective, consistent pedagogical practice
- Improving the consistency, capability and collaboration of teachers and teacher aides to effectively support and lift student performance in reading through highly differentiated reading blocks
- Explicitly focusing on literacy development through a structured review of school wide initiatives including the use of a structured, synthetic phonic program to enhance early reading behaviours
- Building leadership capability to develop the systems to facilitate intentional collaboration focused on improving student outcomes in literacy and engagement
- Enhancing staff capability in early years strategies including the use of transition statements and implementing Age Appropriate Pedagogies
- Enhancing teacher capability to successfully analyse student data on a short cycle basis in order to inform successful, timely, data-driven actions in response to individual student needs

Research Evidence Base:

- Lemov, D – *Teach Like a Champion 3.0*, Jossey-Bass, 2021
- Fisher, D and Frey, N and Hattie, J – *Visible Learning for Literacy*, Implementing the Practices That Work Best to Accelerate Student Learning, Corwin, 2016
- Sharratt, L and Fullan, M – *Putting Faces on the Data*, Corwin, 2012
- Bambrick-Santoyo, P, *Leverage Leadership. A Practical Guide to Building Exceptional Schools*, J. Wiley & Sons, 2012
- McDonald, I., Dixon, C., Tiplady, T. *Improving School Using Systems Leadership: Turning Intention into Reality*, Routledge, 2020



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Our school will improve student outcomes by

- Providing professional learning: releasing teachers for collaborative data conversations, curriculum planning days, targeted staff development in early years initiatives including Age-Appropriate Pedagogies and leadership development through Systems Leadership - **\$35,000**
- Providing speech-language programs as a precursor to success in reading by employing a speech language pathologist for additional time - **\$30,000**
- Supporting a whole school approach to enhancing student literacy skills through targeted professional learning in structured synthetic phonics as well as the purchase of supporting resources (physical, online) - **\$15,000**
- Employing additional teacher aides to support student learning during highly structured, differentiated reading blocks across all year levels - **\$130,000**
- Employing a school welfare officer to support school wide positive behaviour for learning and attendance systems - **\$25,000**
- Employing an administration officer to assist in the effective use of data to support whole school data and attendance processes as well as facilitating the collation and analysis of data to inform teaching - **\$30,000**
- Providing additional teacher release time to allow for collaborative year level team meetings once per fortnight - **\$10,000**
- Providing additional teacher release time to allow for a targeted transition officer role to be developed to support kindergarten to school transition processes - **\$5,322**



Jonathan Case
Principal
Nanango State School



Michael De'Ath
Director-General
Department of Education



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