

# Investing for Success

Under this agreement for 2018  
Hampden State School will receive

**\$29,146\***

## This funding will be used to

Target	Measures	
1. Increase the percentage of students achieving a C or better in English and Maths.	<ul style="list-style-type: none"> <li>• English from 87% in 2017 to 90% in 2018</li> <li>• Maths from 85% in 2017 to 90% in 2018</li> <li>• A in English from 16% in 2017 to 21% in 2018</li> <li>• A in Maths from 16% in 2017 to 21% in 2018.</li>   <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ English %C or better Semester 2 (2017)</li> <li>○ English %C or better Semester 2 (2018)</li> <li>○ English %C or better Semester 2 (2019)</li> <li>○ Year 3 NAPLAN Upper Two Bands (U2B) data (2018/2019)</li> <li>○ Year 5 NAPLAN U2B data (2018/2019)</li> </ul> </li>   <li>• Comparison:               <ul style="list-style-type: none"> <li>○ English A-E</li> <li>○ NAPLAN U2B data from Similar Queensland State Schools (SQSS) and Nation.</li> </ul> </li>   <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ English A-E data</li> <li>○ Student moderation samples</li> <li>○ Movement on P-10 Literacy continuum</li> <li>○ CQ3S NAPLAN Resit Analysis</li> <li>○ Anecdotal and diagnostic evidence – data inquiry meetings</li> <li>○ Teacher planning documents and lesson observations</li> <li>○ Student feedback and work samples</li> </ul> </li> </ul>	
2. Increase the percentage of Year 3 and Year 5 students who achieve in the U2B in NAPLAN.	<p><b>Year 3 (2017-2018/2019)</b></p> <p>Reading 58% to 64%</p> <p>Writing 33% to 42%</p> <p>Spelling 41% to 50%</p> <p>Numeracy 41% to 50%</p>	<p><b>Year 5 (2017-2018/2019)</b></p> <p>Reading 58% to 64%</p> <p>Writing 33% to 42%</p> <p>Spelling 41% to 50%</p> <p>Numeracy 41% to 50%</p>



## Our initiatives include

Initiative	Evidence Base
Reviewing student Australian Curriculum: English & Maths performance at termly data meetings and setting teaching strategies, student goals and targets matched to performance data using Achievement standards, content descriptions.	Sharratt, L and Fullan, M 2012 <i>Putting FACES on the data: What great leaders do!</i> Corwin, Thousand Oaks, CA.
Visible Learning – Providing explicit expectations around teaching and learning of English and Maths through the use of goal setting and explicit feedback to students.	Hattie 2009, <i>Visible learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Hattie, Masters, Birch 2016, <i>Visible learning in action: International case studies of impact</i>
Modelling, observing and providing coaching and feedback to support teachers in the effective implementation of the Australian Curriculum: English & Maths.	DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i> Hawker Brownlow Education, Victoria.
Providing resources, including additional teacher and teacher aide time, to provide small group and support to achieve personalised student literacy and numeracy goals as identified using Early Start materials and Literacy Continuum.	Sharratt, L and Fullan, M 2012 <i>Putting FACES on the data: What great leaders do!</i> Corwin, Thousand Oaks, CA.  Hattie, Masters, Birch 2016, <i>Visible learning in action: International case studies of impact</i>

## Our school will improve student outcomes by

Actions	Costs
Providing TRS to enable triads of Principal, Head of Curriculum (HOC) and teachers to engage in collaborative data inquiry, action learning, classroom visits and professional conversations around the implementation of the Australian Curriculum English & Maths (In each of Term 1, 2 and 3)	\$7,380
Purchasing resources to support students learning in English and Maths	\$2,766
Employing a Curriculum Coordinator to support the modelling, observation, feedback and coaching of teachers	\$10,000
Employing an additional teacher aide to support student achievement of individual goals in English and Maths	\$9,000
<b>Total</b>	<b>29,146</b>



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