

Investing for Success

Under this agreement for 2022

Yarraman P–9 State School will receive

\$136,254*

This funding will be used to

- Continue to improve the academic achievement of students from Prep to Year 9 in English, Maths and Science to 80% or greater meeting year level standards
- Improve early year's literacy achievement of students in Prep to Year 2 with 80% of students demonstrating age appropriate clusters on the literacy continuum
- Continue to increase the number of students meeting National Minimum Standards (NMS) and Upper Two Bands (U2B) in NAPLAN – Reading (NMS) to 90% and (U2B) 20%
- Continue to improve the delivery of teaching practice through the alignment and implementation of the Australian Curriculum
- Provide staff with additional time for professional development to include planning and participation in moderation initiatives within the school and across the cluster
- Target students below National Minimum Standards and year level standards with specialist support staff through one on one and small group additional support across the school
- Increase student attendance from 85% to 92% with particular attention to all students in Semester 2
- Contribute to the purchase of HOD of Curriculum position to lead the delivery of the Australian Curriculum with alignment and precision whilst build the capacity of graduate and transient staff
- Continue to enhance staff engagement particularly through the teaching of reading, utilising the expertise of a HOD of Curriculum and Regional Principal Advisor - Teaching and Learning
- Continue to implement a whole school approach to moderation, utilising the expertise of HOD of Curriculum through Partnership Schools and Regional Principal Advisor Teaching and Learning
- Provide support to at risk students by employing a Youth Support Officer
- Provide additional school resources including professional development for staff to enable delivery of student engagement programs for at risk students
- Offer extension experiences for students excelling in reading, maths and science through local and online extension programs to include IMPACT and Queensland Virtual STEM Academy
- Build capacity of staff through professional development in supporting students through trauma-informed practice that improves the teaching and learning culture of the school

Our initiatives include

- Purchasing 0.3 FTE additional to staffing allocation, to be allocated towards HOD Curriculum, to continue to lead the delivery and alignment of the Australian Curriculum, development of staff through the upskilling of strategies specific to teaching reading and oversee the implementation of a whole school approach to moderation. Pedagogical improvement will be driven by research from Anita Archer, John Hattie and Sheena Cameron
- Providing staff with professional development including additional time for planning and participation in moderation opportunities, utilising the expertise of a HOD Curriculum and Regional Principal Advisor Teaching and Learning
- Enrolling extension students specific to reading, mathematics and science in Impact Learning Centre initiatives specific to Reading and Queensland Virtual STEM Academy
- Employing additional Teacher Aide support to provide intervention for students not meeting age appropriate clusters identified on the literacy continuum and extending identified early year's students
- Employing a Youth Support Officer, one day per week, to support engagement and wellbeing in the secondary school



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*Funding amount estimated on 2021 data. Actual funding will be determined after 2022 enrolment data are finalised. Actual expenditure may vary due to changes in finalised 2022 enrolment data and student learning needs.

- Providing additional professional development to teachers to build staff knowledge and practice when developing early years literacy skills
- Purchasing additional resources to support the intervention of students in Prep – 2 not Demonstrating age appropriate clusters on the literacy continuum
- Providing additional resources including professional development to build capacity of staff through developing of high impact teaching strategies that supports engagement and improvement in literacy particularly reading

Evidence

- Sharratt, L and Fullan, M – *Putting Faces on the Data*, Corwin, 2012
- Archer, AL and Hughes - *Explicit instruction: Effective and Efficient Teaching* Guildford Press, NY. 2011

Our school will improve student outcomes by

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| 1. Purchasing 0.3 FTE additional to staffing allocation, to be allocated towards HOD Curriculum | \$46 762 |
| 2. Providing staff with professional development including additional time for planning and participation in moderation opportunities | \$15 000 |
| 3. Enrolling extension students specific to reading, mathematics and science in Impact Learning Centre initiatives specific to Reading and Queensland Virtual STEM Academy | \$10 000 |
| 4. Employing additional Teacher Aides to provide intervention for students not meeting age appropriate clusters identified on the literacy continuum and extending identified early year's students | \$12 000 |
| 5. Enhancing student engagement in the high school through the employment of a Youth Support Officer. | \$ 7 500 |
| 6. Providing additional professional development to teachers to build knowledge and practice when developing early years literacy skills | \$ 7 992 |
| 7. Purchasing additional resources to support the intervention of students in Prep – 2 who are not demonstrating age appropriate clusters on the literacy continuum. | \$ 5 000 |
| 8. Providing additional resources including professional development to build capacity of staff through developing high impact teaching strategies that supports engagement and improvement in literacy particularly reading | \$20 000 |
| 9. Providing additional resources including professional development to build capacity of staff through in supporting students through trauma-informed practice and wellbeing development that improves the teaching and learning culture of the school. | \$12 000 |



Kurt Rose
Principal
Yarraman P-9 State School



Michael De'Ath
Director-General
Department of Education



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