

Investing for Success

Under this agreement for 2022
Allora P-10 State School will receive

\$99,935*

This funding will be used to

Improvement Priority 1. Implementing the Australian Curriculum within our local context

Target: All teachers implementing and all students accessing the Australian Curriculum Document, retain and monitor our Whole School Curriculum, Assessment and Reporting Plan to include the three levels of planning

Annual Implementation Plan (AIP) Target Strategy:

Implement the P-12 CARF with fidelity

Increase the efficacy of Systemic Curriculum Delivery, through:

- consistent co-operative planning and team meetings for effective moderation processes during year round curriculum delivery.
- consistent and frequent meetings to monitor all student progress with the use of student outcomes across a range of data instruments

AIP Target Strategy: Build staff capability to develop local units of work with a consistency of design and local processes with associated marking guides, pedagogy and resources

Provide frequent PD opportunities to continue to increase teacher knowledge and understanding of The Australian Curriculum across learning area through

- consistent co-operative planning
- frequent team meetings
- opportunities to work with colleagues within and across schools, in school curriculum leaders, and Principal Advisor, Teaching and Learning (PATL)
- resources (including hands on, text based and digital) to support effective implementation of locally contextualized units of work.

Measures

- **Baseline/endpoint:**
 - A-E Report Data
- **Comparison**
 - A-E over the school year
- **Monitoring:**
 - Teacher planning documents and lesson observations
 - Student feedback and work samples
 - A-E data
 - Outcomes from moderation process across each term (evaluation and review notes)

Improvement Priority 2. Embed a whole school approach to support diverse learners

Target: Develop staff understanding and embracing of inclusive practices

AIP Target Strategy: Collaboratively explore, develop and communicate quality inclusive practices across P-10

Utilise the expertise and skills to newly-appointed staff (former Inclusion Officer) develop a whole of school philosophy to inclusion through:

- consistent collaboration sessions with teachers across planning, moderation and PD opportunities

Facilitated / shared planning opportunities with year levels and supported by HODCs, SEP & PTL Meetings to build capacity regarding inclusive practices through

- review and evaluation of units of work, assessment tasks and marking guides, teaching strategies to allow access to the curriculum for all students
- use of resources to provide engagement and facilitate differentiated teaching practices for all students.

- **Baseline/endpoint:**
 - English A-E, Semester 2, 2021 to Semester 2, 2022
- **Comparison:**
 - Compare English A-E Data after Semester 2 2022
- **Monitoring:**
 - ICP Achievement Data across relevant Learning Areas
 - Oneschool Performance Dashboard Statistics for all students
 - Teacher feedback with SEP teachers in monitoring Academic outcomes, engagement and wellbeing.
 - Teacher feedback with effectiveness of differentiation strategies and modifications to assessment mode and conditions of assessment tasks.
 - Monitor student progress in school focus areas in Literacy (Reading and Writing)



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Improvement Priority 3. Build staff capability in teaching and learning

Target: Teachers employing effective and engaging pedagogical practices (as per our Whole School Approach to Pedagogy) to support improvements in learning outcomes for all students.

AIP Target Strategy: Whilst embedding explicit instruction as a teaching approach, explore additional pedagogical strategies such as age appropriate pedagogies through:

- consistent and frequent opportunities for teachers to observe colleagues both within and outside our school - specifically around pedagogy, effective classroom practices and classroom management
- enhancement of digital pedagogies across the school with resources (IPads) to support the infrastructure and the effective teaching and learning practices of the school.
- every student accessing a digital device during a school week to enable a proportion of the teaching and learning sequence, enhanced or recorded on a digital platform.

- **Baseline/endpoint:**
 - 2021 School Review recommendations..
- **Comparison**
 - Compare 2021 through to 2025 School Review Findings and Key Improvement Strategies recommendations
- **Monitoring**
 - OneSchool A-E Data performance statistics
 - Teacher feedback on confidence, capability and use of ICT's in their teaching and learning to enhance digital pedagogies.
 - Teacher feedback on confidence and capability to implement Age Appropriate Pedagogies for some tasks and lessons across a teaching and learning cycle.

Our initiatives include

1. Implementing the Australian Curriculum within our local context

Target: All teachers implementing and all students accessing the Australian Curriculum Document, retain and monitor our Whole School Curriculum, Assessment and Reporting Plan to include the three levels of planning

Improvement Initiative:

Provide additional **staffing allocations, including teacher and teacher aide staffing**, as required to enhance teaching and learning outcomes across the school, to enable improved teacher / student ratios and to enact our 2022 Focus and our 2022 AIP [reference APST 1.5, 3.3, 3.6, 4.2]

Evidence base:

- Handal, B., Maher, M., & Watson, K. (2013). *From large to small classes: A classroom window*. *Australasian Canadian Studies*, 31(1/2), 53-72.
- Zyngier, D. (2014). *Class size and academic results, with a focus on children from culturally, linguistically and economically disenfranchised communities*. *Evidence Base*, 1, 1-23.
- AITSL (2011). *Australian Professional Standards for Teachers*. Retrieved from URL: <https://www.aitsl.edu.au/docs/default-source/teach-documents/australian-professional-standards-for-teachers.pdf>

2. Embed a whole school approach to support diverse learners

Target: Develop staff understanding and embracing of inclusive practices

Target: Collaboratively explore, develop and communicate quality inclusive practices across P-10

Improvement Initiative:

Provide frequent in school opportunities for **intentional collaboration** between Curriculum Leaders and Classroom teachers to enhance student outcomes including:

- support for staff through mentorship, support and coaching from members of the curriculum leadership team, including a school inclusion coach, regional inclusion coach and teachers both within and outside the school
- consistent collaboration sessions with teachers across planning, moderation and PD opportunities
- facilitated and collaborative planning opportunities with year levels and supported by HODCs, SEP & PTL Meetings to build capacity regarding inclusive practices [reference APST 1.5, 2.1,2.5, 4., 4.2 6.2, 6.3]

Evidence base:

- Archer, A & Hughes, C, 2011. *Explicit Instruction: Effective and Efficient Teaching*. Guilford Press, NY, US.
- Sharratt, L, & Fullan M, 2012 *Putting FACES on the Data: What Great Leaders Do!*, Corwin, California, US
- AITSL (2011). *Australian Professional Standards for Teachers*. Retrieved from URL: <https://www.aitsl.edu.au/docs/default-source/teach-documents/australian-professional-standards-for-teachers.pdf>



3. Build staff capability in teaching and learning

Target: Teachers employing effective and engaging pedagogical practices (as per our Whole School Approach to Pedagogy) to support improvements in learning outcomes for all students.

Target: Exploration of additional pedagogical strategies such as age appropriate pedagogies to enhance current practices.

Improvement Initiative: Through *intentional collaboration*, provide frequent in school opportunities for teachers to observe colleagues both within and outside our school - specifically around pedagogy, effective classroom practices and classroom management

Improvement Initiative: Enhancement of digital pedagogies across the school by:


- continued **purchasing of digital resources** (IPads) to support the infrastructure and the effective teaching and learning practices of the school.
- continued purchasing of digital devices (IPads) to enable student access across multiple lessons across a school week to enable a proportion of the teaching and learning sequence, to be enhanced or recorded on a digital platform. [reference APST 1.5, 1.6, 2.1,2.5, 3.4, 4.2, 4.5]

Evidence base:

- Archer, A & Hughes, C, 2011. *Explicit Instruction: Effective and Efficient Teaching*. Guilford Press, NY, US.
- Sharratt, L, & Fullan M, 2012 *Putting FACES on the Data: What Great Leaders Do!*, Corwin, California, US
- Mayer, R. E. *Applying the science of learning: Evidence-based principles for the design of multimedia instruction*. *Am. Psychol.* 63, 760–769 (2008).
- Husbands, C., and Pearce, J. (2012) *What makes great pedagogy? Nine claims from research* , National College for School Leadership
- AITSL (2011). *Australian Professional Standards for Teachers*. Retrieved from URL: <https://www.aitsl.edu.au/docs/default-source/teach-documents/australian-professional-standards-for-teachers.pdf>

Our school will improve student outcomes by

1. Implementing the Australian Curriculum within our local context	Costs
Provide additional staffing allocations as required to enhance teaching and learning outcomes across the school, to enable improved teacher / student ratios and to enact our 2022 Focus and our 2022 AIP Regional PATL to work with teachers and teacher aides with creating locally contextualized units of work, differentiation and modifications to unit plans, assessment tasks and marking guides to allow access for all students.	\$35,000
2. Embed a whole school approach to support diverse learners	Costs
Provide opportunities for <i>intentional collaboration</i> between Curriculum Leaders and Classroom teachers to enhance student outcomes. This includes but not restricted to: <ul style="list-style-type: none"> • Professional Development / PLT planning meetings for intervention planning for Literacy for all students • Provide opportunities for intentional collaboration to facilitate best practices around differentiation, including working with inclusion coach (regional and in school) • Facilitated planning with Curriculum Leaders to improve the implementation of whole of school literacy instruction, student engagement and differentiation. • Purchase of resources, human, digital and material to support differentiation and differentiated teaching practices across the school to enable the facilitation of positive student outcomes. 	\$35,000
3. Build staff capability in teaching and learning	Costs
Purchase of TRS to enable <i>intentional collaboration</i> , to provide frequent in school opportunities for teachers to observe colleagues both within and outside our school - specifically around pedagogy, effective classroom practices and classroom management	\$10,000
Purchase of Infrastructure and ICT platforms to the teaching and learning of Digital Technologies and to enhance best practice in school wide Digital Pedagogies. (Inclusive of further iPad purchases)	\$19,935



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Mr Michael De'Ath
Director General
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