

# Investing for Success

Under this agreement for 2019

Morayfield State School will receive

**\$388,655\***

## This funding will be used to

- Increase whole school Level of Achievement (C or above) in English from 79.6% (in 2018) to 90% (in 2019).
- Increase NAPLAN Writing Achievement - students meeting National Minimum Standard (NMS) from 74.6% (2018 Year 3) and 50% (2018 Year 5) to 100% in both Year 3 and 5 in 2019.
- Increase NAPLAN Spelling Achievement NMS from 73.5% (2018 Year 3) and 80.3% (2018 Year 5) to 100% in both Year 3 and 5 in 2019.
- Increase the number of students completing Prep with age appropriate language skills (using the Quick Test of Language) from 76% to 90% in 2019.
- Decrease the number of daily major incidences occurring from 10.96 in 2018 to 5 in 2019.
- Increase the percentage of positive responses (School Opinion Survey) in regards to student needs being met from parents (95.7%), students (93.2%) and staff (96.2%) in 2018 to 100% in 2019.
- Increase the percentage of students on Individual Curriculum Plans achieving a 'C' or above from 92% to 100%.
- Increase the number of parents who regularly participate in Playgroup to 20.
- Ensure 100% of staff participate in the Annual Developing Performance Framework, and increase the number of goals achieved by staff.

## Our initiatives include

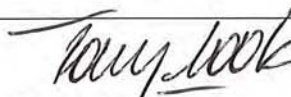
- We will use a continuous process in focus areas (reading, writing) to assess students' current performance; teach to the needs of students; and case manage students to monitor improvement (*Sharratt, L. & Fullen, M. 2012 Putting Faces on the Data: What Great Leaders Do!*; *Sharratt, L. & Beate, P. 2016 Leading Collaborative Learning - Empowering Excellence.*)
- We will implement researched best practice, Explicit Teaching & Pedagogy of Surface to Deep learning to ensure high yield practices and transfer of student self efficacy in their Literacy achievement (*Fisher, D. Frey, N, & Hattie, J. 2016 Visible Learning for Literacy- Implementing the Practices that Work Best to Accelerate Student Learning*)
- As a whole school we will continue to develop teacher capacity by employing pre-moderation practices to develop and create strategies that target teach individual students ensuring effective case management processes to support every child succeeding (*Hattie, J. 2005 Using Data to Support Learning; Fisher, D Frey, N & Hattie, J 2016 Visible learning for Literacy – Implenting the Practices that work best to Accelerate Student Learning.*)

## Our school will improve student outcomes by

• Employing Head of Pedagogy to develop teacher capacity to explicitly teach reading and writing across the school to meet the needs of diverse learners using the gradual release model.	\$125, 000
• Employing a Behaviour Support Teacher to support and enhance diverse learners and their engagement and develop teacher capacity to support inclusive practices.	\$85, 000
• Employing Support Teacher Literacy and Numeracy to implement a Whole School approach to support teachers in the teaching of Reading and Writing.	\$85, 000
• Employing Speech Pathologist to enhance oral language across the school through modelling best practices and supporting early intervention of all students.	\$51, 000
• Employ Deputy Principal / Head of Curriculum to support student engagement, provide explicit clarity of curriculum teaching and learning and support assessment and moderation goals of student achievement	\$42, 655



**Loretta White**  
Principal  
Morayfield State School



**Tony Cook**  
Director-General  
Department of Education

\* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



**Queensland  
Government**