

# Investing for Success

**Under this agreement for 2021  
Flagstone State School will receive**

**\$243,977\***

## This funding will be used to

- Increase the percentage of students reaching our curriculum targets in reading in all year levels to 90% by the end of semester 2
- Increasing the percentage of students reaching our curriculum targets in writing in all year levels to 75% by the end of semester 2
- Increase the number of students achieving an A or B in English to 45% of all students by semester 2 2021
- Increase the number of students achieving a C or higher in English to 90% by semester 2, 2021
- Increase the number of students achieving an A or B in Numeracy to 55% by semester 2, 2021
- Increase the number of students achieving a C or higher in Numeracy to 95% by semester 2, 2021
- Facilitate coaching, feedback and mentoring of teachers in curriculum development (NPDL) , and data analysis; build capacity in inclusive pedagogical delivery, and use of high yield research based teaching strategies (research Hattie, Fullan, Quinn, McEachern, Sharrat)
- Audit and track student learning, and provide extension and intervention
- Increase teacher capacity through focussed coaching, and professional development to improve teacher performance and student outcomes
- Monitor the school's improvement agenda and the implementation of agreed strategies and teaching practices as outlined in the 2021 Annual Implementation Plan (AIP)
- Improve student attendance from 90% to (94% 2021)

## Our initiatives include

- Reading as a key foci across all year levels
- Writing as a key foci across all year levels
- Numeracy (including YuMi Deadly Maths) as a key foci across all year levels
- Focussing on improvement in A and B achievement levels
- ALPHA (Academic Learning Program Holistic Achievement) enrichment program for students from years 1-6
- Time provided to teachers for in-depth staff discussions of embedding inclusive practices, systemic and school based achievement data and strategies for continuous improvement of student outcomes
- Planning days for collegial and collaborative planning, moderation and reflection for teaching teams
- Staff Professional Development Plan aligned to AIP
- Opportunities for teachers to further engage with the Assessment and Reporting Framework aligned with the schools Pedagogical Framework to ensure it is embedded in inclusive curriculum planning and teacher practice (Principal's and Deputy Principals feedback, Head of Department/Curriculum, HOSES meetings, moderation, Professional Learning Teams (PLT's)
- Using research based evidence: John Hattie; Douglas Fisher; Michael Fullan; Joanne Quinn; Joanne McEachern; Lyn Sharatt; Greg Mitchell; to support our school improvement



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## Our school will improve student outcomes by

- Providing coaching, mentoring and professional development to teachers of years P-6 in the teaching of reading, writing and numeracy including a sharp focus on (\$20,000)
- Employ teacher aides to deliver specific intervention initiatives as determined via data and including speech language interventions for prep students (prep to year 6) (\$100,000)
- Employing an Early Years Coach ( for the second year now) 0.5 to work with school readiness preparation; transition from Early Childhood Centres (ECC's) to Prep; and with students and teachers from Prep to year 2; to liaise and support with ECC's (\$60,000)
- Celebrate individual and class attendance rates at assemblies and within the community (\$5,000)
- Purchase resources for YuMi Deadly Maths implementation across school (\$10,000)
- Purchase TRS to enable teachers to be off line for collegial planning days (\$25,000)
- Top up Support Staffing (Non Contact Time NCT) to enable first year teachers to have one hour extra non contact time each week as per Education Quensland Directives (\$23977)



**Roz Clay**  
Principal  
Flagstone State School



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



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