

Investing for Success

Under this agreement for 2022

Flagstone State School will receive

\$289,449

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 90% by the end of semester 2
- Increase the number of students achieving an A or B in English to 60% of all students by semester 2
- Increase the number of students achieving a C or higher in English to 95% by semester 2
- Increase the number of students achieving an A or B in Numeracy to 60% by semester 2
- Increase the number of students achieving a C or higher in Numeracy to 95% by semester 2
- Purchase Head of Department to provide professional coaching, mentoring and feedback sessions for teachers in curriculum development (New Pedagogies Deep Learning) to 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 attendance
- Increase teacher's efficacy 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 2022 Annual Implementation plan (AIP) with a key focus on the early years
- Purchase additional speech language pathology time for early intervention in prep and year 1
- Purchase teacher aide time to support teachers and provide extension and intervention for students



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Our initiatives include

- Reading as a key foci across all year levels
- Writing as a key foci across all year levels
- Purchasing extra speech language pathology time to support student need
- Focussing on improvement in A and B achievement standards, U2B (Upper two bands) and National Minimum standards (NMS) in NAPLAN
- Staff professional development plan aligned to AIP
- Provide opportunities for teachers to further engage with the Assessment and Reporting Framework aligned with the school's 'Whole School Approach to Pedagogy (Deep Learning) to ensure it is embedded in inclusive curriculum planning and teacher practice (Principal's and Deputy Principal's feedback, Head of Department/Curriculum meetings, Head of Inclusion (HOI) meetings, moderation, Professional Learning Teams
- Use research based evidence: John Hattie; Douglas Fisher; Michael Fullan; Joanne Quinn; Joanne McEachern; Lyn Sharrat; Greg Mitchell; Simone Ivy: to support our school improvement

Our school will improve student outcomes by

- Employ teacher aides to support teachers and deliver speech programs \$66,996
- Purchase extra speech language pathology time \$21,888
- Celebrate attendance achievement \$7,400
- Purchase reading resources to support AIP initiatives \$10,000
- Purchase extra teacher time – Early years Coach 0.6 FTE \$68,687
- Purchase extra teacher time HOD for coaching, mentoring and PD - \$114,478



Roz Clay
Principal
Flagstone State School



Michael De'Ath
Director-General
Department of Education



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