

Investing for Success

Under this agreement for 2022 Durack State School will receive

\$628 248*

This funding will be used to

- Provide literacy and numeracy intervention to improve A - C data;
- Improve A – C data in the Prep to 2 years to 70%;
- Improve Year 3 NAPLAN results in Writing from 93.4% at National Minimum Standard to 97%;
- Improve Year 5 NAPLAN results in Writing from 87.1% at National Minimum Standard to 92%;
- Improve Year 3 NAPLAN results in Reading from 94.4% at National Minimum Standard to 96%;
- Improve Year 5 NAPLAN results in Reading from 88.2% at National Minimum Standard to 92%;
- Provide a comprehensive transition program for prospective Prep students as they transition from Early Childhood Education Centres to school;
- Engage parents and students in Early Years programs (Playgroup and Pre Prep);
- Embed a team approach to inclusion;
- Build teacher capability in their knowledge of unit planning, the Australian Curriculum and engaging with student data to inform their pedagogical choices;
- Build student engagement and improve attendance of Indigenous students from 78.35% to 92%.

Our initiatives include

- Reviewing student performance data on a fortnightly basis through the planning cycle (Five Cycle Planning) and teacher release;
- Developing our pedagogical practice through Year level planning days;
- Appointing additional staff to ensure swift intervention and differentiated curriculum;
- Building teacher capability in differentiated curriculum delivery through Learning Walls (Visible Learning);
- Appointing a skilled Early Childhood teacher to drive the school readiness and transition programs (Playgroup and Pre Prep);
- Speech Language therapist to visit Early Childhood Education Centres to assist with capability building;
- Development of a student wellbeing centre to support student engagement, attendance and behaviour;
- Developing a coaching and collegial engagement process which includes profiling, peer observations and leadership development;
- Continued implementation of MiniLit;
- Supporting a case management approach to differentiation, teaching and learning in class cohorts;
- Appointment of Wellbeing teacher and Community Liaison Officer to address student and staff wellbeing, and attendance;
- Utilising student wellbeing data using Rumbles Quest to further enhance student wellbeing knowledge.



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Our school will improve student outcomes by

- Additional staffing and salary differential for staffing, administration, wellbeing and transition project \$452 037
- Teacher release for data analysis and planning days \$ 30 942
- Teacher release for coaching and profiling \$ 15 471
- Additional purchased Occupational Therapy and Speech Language Pathologist services \$ 91 998
- Appointment of Community Liaison Officer \$ 37 800

Research base:

Sharratt, L. D. (2019). *CLARITY: : What Matters MOST in Learning, Teaching and Leading Rumbles Quest* (Griffith University)

Kluth, P. and Causton, J. (2016) *30 Days to the Co-Taught Classroom*



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