

Investing for Success

Under this agreement for 2022
Moura State School will receive

\$110, 103*

This funding will be used to

Target	Measures
1. Increase the percentage of students achieving a 'C' standard or above in English	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ English 85% C or better Yr. 1, Semester 2 (2021) to 90% C or better Yr. 2 Semester 2 2022 ○ English 89% C or better Yr. 2, Semester 2 (2021) to 95% C or better Yr. 3 Semester 2 2022 ○ English 88% C or better Yr. 3, Semester 2 (2021) to 90% C or better Yr. 4 Semester 2 2022 ○ English 78% C or better Yr. 4, Semester 2 (2021) to 85% C or better Yr. 5 Semester 2 2022 ○ English 86% C or better Yr. 5, Semester 2 (2021) to 90% C or better Yr. 6 Semester 2 2022 • Comparison: <ul style="list-style-type: none"> ○ English A–E and NAPLAN Reading NMS data from Similar Queensland State Schools (SQSS). • Monitoring: <ul style="list-style-type: none"> ○ Teacher planning documents and lesson observations ○ Student feedback and work samples ○ Movement on P-10 Literacy continuum ○ English A–E data
2. Increase the percentage of students achieving a 'C' standard or above in Mathematics	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ Maths 90% C or better Yr. 1, Semester 2 (2021) to 95% C or better Yr. 2 Semester 2 2022 ○ Maths 100% C or better Yr. 2, Semester 2 (2021) to 100% C or better Yr. 3 Semester 2 2022 ○ Maths 91% C or better Yr. 3, Semester 2 (2021) to 95% C or better Yr. 4 Semester 2 2022 ○ Maths 86% C or better Yr. 4, Semester 2 (2021) to 90% C or better Yr. 5 Semester 2 2022 ○ Maths 91% C or better Yr. 5, Semester 2 (2021) to 95% C or better Yr. 6 Semester 2 2022 • Comparison: <ul style="list-style-type: none"> ○ English A–E and NAPLAN Numeracy NMS data from Similar Queensland State Schools (SQSS). • Monitoring: <ul style="list-style-type: none"> ○ Teacher planning documents and lesson observations ○ Student feedback and work samples ○ Maths A–E data

Our initiatives include

Initiative	Evidence-base
1. Professional learning communities engage regional and cluster expertise to improve teacher ability to align curriculum, teaching and assessment.	<ul style="list-style-type: none"> • Stuart, M and Stainthorp, R 2015, <i>Reading Development and Teaching</i>. Sage, London. • Sharratt, L, & Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, US



Use Early Start materials (Prep to Year 2) and Literacy continuum across Prep to Year 6 to inform teaching, learning and resourcing, and to track progress in literacy learning.	
2. Provide professional development and coaching to develop teachers' ability to align curriculum, teaching and assessing of the Australian Curriculum: English and Mathematics (e.g. cluster before/after/end moderation days).	<ul style="list-style-type: none"> • Walpole, S & McKenna, M 2017 <i>How to Plan Differentiated Reading Instruction</i>, New York, The Guildford Press. • Sharratt, L, & Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, USA • DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria.

Our school will improve student outcomes by

Actions	Costs
Curriculum leaders support teaching staff to implement units of work through modelling, co-teaching, observation and feedback processes	TRS \$2364
Teacher-aides to implement reading, writing intervention	Aide time \$107739



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Principal
Moura State School



Michael D'Ath
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**Queensland
Government**