

Investing for Success

Under this agreement for 2021
Rosedale State School will receive

\$203,031*

This funding will be used to

Goal	Measure
Improve Reading Skills of students P – 10 who are below age appropriate level through our Multi-Lit, Mini-Lit and Macq-Lit programs.	<ul style="list-style-type: none"> • Pre and post test data from Multi-Lit and Mini-Lit Tests. • Ongoing testing and monitoring of individual students throughout the program. • Number of students reading at level.
Increase the percentage of students in P - 10 achieving a “C” standard or above in Maths, English.	<ul style="list-style-type: none"> • Comparing historical data and trends. • Monitor and review individual student results. • Individual case management of at risk students.
Continue to support students accessing a different year level curriculum through Individual Curriculum Plans (ICP).	<ul style="list-style-type: none"> • Comparing historical data and trends. • Reviewing individual student results and case management records. • Student work samples.
Increase the engagement and reduce the disruption of Tier 1 behaviour students and provide increased support to students from trauma backgrounds through student engagement programs and increased staffing to manage this program. Award Scheme Development and Accreditation Network (ASDAN) and other curriculum based programs will be used to support engagement and student learning.	<ul style="list-style-type: none"> • Reducing the number of Behaviour Incident Records and Student Disciplinary Absences (SDAs). • Improving School Opinion Survey (SOS) data and community perception that “student behaviour is well managed”. • Improved academic outcomes for targeted students • Providing supportive learning environment.
Increase retention of indigenous students from Year 10 – 11.	<ul style="list-style-type: none"> • Monitoring weekly, term and yearly attendance data through OneSchool Reports. • Monitoring retention rates and percentage of Year 10 students progressing to Year 11 from School Profile Reports. • Case Management of Junior Secondary indigenous students.
Ensure the continuation of the new Queensland Certificate of Education (QCE) system in 2021 to achieve QCE attainment (90 – 100%) and university entrance (95 – 100%) remains unaffected.	<ul style="list-style-type: none"> • Monitoring student progress towards QCE through regular case management meetings and reviews. • Monitoring progress made by staff towards completion of training, program and assessment requirements. • Monitoring progress of timetable and other organisational structures. • Checking feedback from staff, students and parents around knowledge and confidence in new system. • Assisting staff to successfully complete endorsement of assessment items.



Our initiatives include

Initiatives	Evidence- base
Continuing the delivery of targeted Reading Intervention to identified students from Prep to Year 10 through the MultiLit and MiniLit programs with a focus on reading fluency and phonics.	<ul style="list-style-type: none"> Wheldall, K., & Beaman, R. (2000). <i>An evaluation of MultiLit: 'Making Up Lost Time In Literacy'</i>. Canberra: Department of Education, Training and Youth Affairs.
Supporting students through the development and implementation of ICPs and the development of appropriate differentiated resources to support students who are accessing different year level curriculum.	<ul style="list-style-type: none"> Hattie, J. (2009). <i>Visible learning: A synthesis of over 800 meta-analyses relating to achievement</i>. New York: Routledge. Tomlinson, C J (2014). <i>The Differentiated Classroom: Responding to the Needs of All Learners</i> 2nd Ed USA, ASCD.
Providing teacher aide time to support school based and external indigenous programs and to case manage identified individual indigenous students.	<ul style="list-style-type: none"> <i>Performance Insights: School Attendance</i> (2013). Brisbane Department of Education, Training and Employment
Developing staff capability in areas such as Australian Curriculum, SATE, Literacy, Numeracy, Differentiation, through the provision of professional development.	<ul style="list-style-type: none"> DuFour, R and DuFour, R (2012). <i>The School Leader's Guide to Professional Learning Communities at Work</i> Hawker Brownlow Education, Victoria. Marzano R J <i>The New Art and Science of Teaching</i> (2017) Solution Tree Press, Bloomington. Hattie, J (2003) <i>Teachers make a difference, What is the Research Evidence?</i> Australian Council for Educational Research.
Introducing Student Engagement program using ASDAN program to support students with disabilities, students with challenging behaviours, students with trauma backgrounds and students at-risk of disengagement.	<ul style="list-style-type: none"> Harrison, N; James, D and Last, K 2015. <i>Don't know what you've got 'til it's gone? Skills-led qualifications, secondary school attainment and policy choices</i> https://www.tandfonline.com/doi/abs/10.1080/02671522.2014.1002526 ASDAN 2020. <i>ASDAN provides high quality customer service, says centres</i> https://www.asdan.org.uk/blog/2020/01/06/asdan-provides-high-quality-customer-service-say-centres

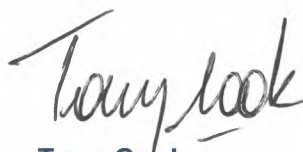


Our school will improve student outcomes by

Initiatives	Estimated Costs
Purchasing teacher aide time (approximately 50 hours per fortnight) to continue delivering targeted Reading Intervention Strategies for identified students Prep - 10 through the Multi-Lit, MiniLit and MaqLit program.	\$50,192
<ul style="list-style-type: none"> Introducing the Rosedale Individual Student Engagement program to support Tier 1 behaviour students that are disengaged from learning. Purchase of curriculum supplies (ASDAN), training of staff, and purchase of resources. Purchasing staffing for T2-T4 to run program and work with students to improve engagement, behaviour data, lower SDA's and improve educational outcomes. 	\$109,291
Purchase of extra TA time and resources to support student learning in the classroom to achieve targeted results for A-C, ICP, QCE and Queensland Certificate of Individual Achievement (QCIA).	\$28,548
Supporting Professional Development for teachers – <ul style="list-style-type: none"> Qld Curriculum and Assessment Authority training. CARP and Australian Curriculum Development. Development of teacher knowledge and understanding of P-10 Australian Curriculum and supporting processes for robust intra school and inter school moderation. Collegial planning within and across faculties. Termly data and planning conversations with the Deputy Principal and Heads of Department. Support and Training for development of Student ICP's. 	\$10,000
Purchasing teacher aide time to support indigenous programs and working with individual indigenous students to encourage improved attendance and retention.	\$5,000
Total	\$203,031



Josh Morris
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Rosedale State School



Tony Cook
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**Queensland
Government**