

# Investing for Success

Under this agreement for 2022  
Atherton State School will receive

**\$273,570\***

## This funding will be used to

- Increase the percentage of students achieving a C or higher in English through a focus on Precision Curriculum Design and High Impact Teaching and Learning. Building staff capability through Professional Learning, Coaching and Collaboration (Year Level Team Meetings)
- Implement an evidenced-based approach to developing an inclusive culture of engaging learning that improves wellbeing, engagement and achievement for staff and students

## TARGETS

- 75 % of students achieving A-C in English
- 50% of indigenous students achieving A-C in English
- 50% of DDA students achieving A-C in English – *including ICP's*
- 88 % Attendance all students
- 82 % Attendance Indigenous students
- 88 % Attendance SWD students

## Our initiatives include

Establish effective school processes that support best practice pedagogy, effective teacher collaboration and highly professional teams:

- Student Behavioural, emotional, social & academic concerns are planned & responded to through an inclusive, solution focussed case management approach and supported by attendance, PBL and case management systems
- Increase staff capability to deliver school developed, Australian Curriculum aligned, Precision Curriculum utilising High Impact pedagogical practices in writing and reading
- Increase staff capability to differentiate for all students.

Explicit focus on reading and writing and student engagement.

- Embed data coaching, led by Leadership team, to develop data driven decisions for differentiation and inclusive culture

- Graham, LJ (ed) 2020 *Inclusive Education for the 21<sup>st</sup> Century*. Crows Nest, AU
- Novak, K 2016 *A Teachers Guide to Applying Universal Design for Learning in Today's Classrooms*. Wakefield MA 01880
- Heacox, D 2017, *Making Differentiation a Habit* Minneapolis, MN55427-3674
- Archer, AL and Hughes, CA 2011 *Explicit instruction: Effective and Efficient Teaching* Guildford Press, NY.
- Sharratt, L and Fullan, M 2012 *Putting FACES on the data: What great leaders do!* Corwin, Thousand Oaks, CA.
- Timperley, H and Parr, J 2004 *Using evidence in teaching practice: Implications for professional learning* Hodder, Moa, Beckett, Auckland.



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## Our school will improve student outcomes by

Instruction: Use this space to list the actions and costs associated with your initiative/s.

- State the actions that will deliver your initiative/s.
- Identify the expected costs of human and physical resources.

Purchase of Head of Department (Curriculum) 1.0FTE	\$123 330
Purchase of Head of Department (Learning and Engagement) 0.5 FTE (Term 2-4)	\$ 61 655
Additional AAEP hours to assist with implementation of Attendance system	\$ 30 000
Purchase .6 Teacher FTE to facilitate collaboration in Year Level teams and Prep Transition program	\$ 60 000



**Helen Foulger**  
Principal  
Atherton State School



**Michael De'Ath**  
Director-General  
Department of Education



**Queensland  
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