

Investing for Success

Under this agreement for 2019

ANDERGROVE STATE SCHOOL will receive

\$178,303*

This funding will be used to support our Annual Implementation Plan (AIP) and school improvement agenda of 'Keeping it R.E.A.L!' Building the capacity of students and staff to be Resilient, Engaged, Achieving Learners.

Target	Measures
1. Reduce the number of behaviour incidences for students who are disengaged and failing to meet school behaviour expectations.	<ul style="list-style-type: none"> • Baseline <ul style="list-style-type: none"> - One School Behaviour Incident reports, Sem 2 2018 - Student Disciplinary Absence data, Sem 2 2018 - Number of students requiring Tier 2 and Tier 3 Behaviour Support, Sem 2 2018 • End point <ul style="list-style-type: none"> - One School Behaviour Incident reports, Sem 2 2019 - Student Disciplinary Absence data, Sem 2 2019 - Number of students requiring Tier 2 and Tier 3 Behaviour Support, Sem 2 2019. • Monitoring: <ul style="list-style-type: none"> - Monthly One School Behaviour Incident reports - Positive Behaviour for Learning (PBL) Meeting minutes - Tier 2 Professional Learning Community (PLC) case management notes. - Individual Behaviour Support Plans & Functional Behaviour Assessments
2. Increase the percentage of students who achieve a C or higher in English and Mathematics.	<ul style="list-style-type: none"> • Baseline- English and Mathematics %C or better, Semester 2 (2018) • End point- English and Mathematics %C or better, Semester 2 (2019) • Monitoring: <ul style="list-style-type: none"> ○ English and Mathematics A–E data, Semester 1 2019 ○ Learning Progressions monitoring ○ Case management records ○ Pre & post assessment student work samples • Comparison: <ul style="list-style-type: none"> ○ Distance travelled compared historically (by student) for same length of teaching time (1 year)

Our initiatives include

Initiative	Evidence-base
1. Establish effective Positive Behaviour for Learning (PBL) whole school processes, particularly targeting students who require Tier 2 & 3 support.	<ul style="list-style-type: none"> • DET: Positive Behaviour for Learning. • Perso, T & Hayward C, 2015 <i>Teaching Indigenous Students- Cultural awareness and classroom strategies for improving learning outcomes</i>, Allen & Unwin, Australia.
2. Establish collaborative case management processes for teams to plan, deliver and evaluate targeted intervention programs.	<ul style="list-style-type: none"> • Sharratt, L, & Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, US • Sharratt, L and Planche, B, 2016, <i>Leading Collaborative Learning- Empowering Excellence</i>, Corwin, USA.
3. Develop high performing teams who collaborate within Professional Learning Communities (PLCs) to enhance whole school practices which will lift student outcomes.	<ul style="list-style-type: none"> • Pete Stebbins, 2015, <i>iTeams- Why high performing teams FIT in and Stand out</i>, Australia. • Pete Stebbins, 2017, <i>Level Up- Building the highest performance teams</i>, Australia

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



**Queensland
Government**

Our school will improve student outcomes by

Actions for...	Costs
1. Establishing effective Positive Behaviour for Learning (PBL) whole school processes- particularly targeting students who require Tier 2 & 3 support.	(\$17,000)
Upskill staff in effective behaviour management strategies for students requiring Tier 2 & Tier 3 support. Understanding and managing students with complex trauma Completing Functional Behaviour Assessments Creating, delivering and evaluating Behaviour Support Plans Embedding Positive Behaviour for Learning guiding principles Understanding Indigenous Perspectives	\$15,000
Purchase resources to support Individual Behaviour Support Plans and Education Support Plans implementation.	\$ 2,000
2. Establishing collaborative case management processes for teams to plan, deliver and evaluate targeted intervention programs.	(\$122,903)
Release teams of teachers to meet twice a term to review student data, discuss intervention strategies & appropriate resources, deliver intervention programs then evaluate impact of programs- English, Mathematics, Individual Curriculum Plan (ICP), Education Support Plan (ESP), Individual Behaviour Support Plans (IBSP). (0.2 Full Time Equivalent (FTE) Teacher)	\$22,000
Employ teachers and teacher-aides to deliver reading intervention three times a week for all Year 1-6 students. (Teacher and teacher aides wages)	\$59,942
Employ teacher-aides to deliver oral language and speech programs. (Teacher Aide wages)	\$32,200
Purchase resources to differentiate Reading and Mathematics.	\$5,761
Upskill teachers and teacher-aides to enhance their capacity to deliver effective intervention programs in English and Mathematics.	\$3,000
3. Developing high performing teams who collaborate within Professional Learning Communities (PLCs) to enhance whole school practices which will lift student outcomes.	(\$38,400)
Release teams of teachers to work together to research effective practices, trial new processes and/or resources, review and establish new whole school practices- Reading, Writing, Number and Behaviour Management. (0.3 FTE Teacher)	\$33,000
Purchase resources to implement revised whole school practices.	\$5,400



Sandra Grant
Principal
Andergrove State School



Tony Cook
Director-General
Department of Education

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