

Investing for Success

Under this agreement for 2021
Landsborough State School will receive

\$145,000*

This funding will be used to

Improve academic outcomes for all students in Prep to Year 6 in English, Maths and Science

Targeted outcomes for semester 1 & 2 2021

| | | English | Maths | Science |
|--------|---------------|---------|-------|---------|
| Prep | % A or B | 85% | 85% | 85% |
| | % C or better | 100% | 100% | 100% |
| Year 1 | % A or B | 85% | 85% | 85% |
| | % C or better | 100% | 100% | 100% |
| Year 2 | % A or B | 60% | 70% | 60% |
| | % C or better | 95% | 100% | 100% |
| Year 3 | % A or B | 45% | 45% | 45% |
| | % C or better | 90% | 90% | 90% |
| Year 4 | % A or B | 75% | 75% | 70% |
| | % C or better | 95% | 95% | 100% |
| Year 5 | % A or B | 65% | 90% | 65% |
| | % C or better | 95% | 100% | 100% |
| Year 6 | % A or B | 50% | 50% | 50% |
| | % C or better | 100% | 95% | 95% |

*Focus areas

Our initiatives include

- Head of Department – Curriculum (HOD/C) to lead the development of **Proficiency Scales** with teaching teams to identify and describe intended curriculum and content necessary to learn the intended curriculum to support planning, differentiating, teaching, assessing and moderating.
- HOD/C to lead the development of **annotated GTMJ's** with teaching teams to align assessment tasks, proficiency scales and intended curriculum
- HOD/C to facilitate moderation activities across all junctures (M1-M4) within the school and cluster
- Teacher aides being informed and capable to support the teaching and learning of intended curriculum as outlined on Proficiency scales and annotated GTMJ's

"When curriculum is articulated ... each of which is accompanied by a proficiency scale, students, teachers, administrators, and parents have a clear picture of what is expected at each grade level and each subject area. A well-articulated system of proficiency scales forms the foundation for highly effective instruction, assessment, grading and reporting." Robert J. Marzano. (2020) Developing and using Proficiency scales in the classroom. Marzano Resources.



- Development of Team Leaders as leaders of Professional Learning Communities (PLCs)

"...its core component is a set of four critical questions that effective PLCs should address...they are:

1. What is it we want our students to know
2. How will we know if our students are learning?
3. How will we respond when students do not learn?
4. How will we enrich and extend the learning for students who are proficient?

As a structure that is designed to engage teachers in collaborative professional work over an extended period of time, PLCs are more likely to be effective sources of professional growth for teachers than more traditional one-time presentations." Robert J Marzano (2016) *The Next Step in PLC's, Collaborative Teams that Transform Schools*

Our school will improve student outcomes by

| | |
|--|--|
| Utilising a HOD/Curriculum to lead regular moderation processes, developing teacher understanding of Australian Curriculum allowing teachers to identify aspects of the achievement standard to be taught in each unit | \$71,500 <i>Partial funding of \$135000 (0.53FTE)</i> |
| Prioritising Teacher Aides in the PLC (<i>Year Level Teaching Team</i>) as per the Landsborough State School (LSS) organisational model | \$43,500 |
| Engaging teaching staff in professional development opportunities to further develop understanding of Australian Curriculum and effective moderation, implementation, assessing and reporting (60 days Teacher Relief Scheme- start Term 1, End Term 2, Term 3 & Term 4) | \$30,000 |
| | \$145,000 |
| Additional financial contribution from school | |
| Prioritising teacher aides in the PLC (<i>Year Level Teaching Team</i>) as per the LSS organisational model | \$31,500 |



Benjamin Gaske
Principal
Landsborough State School



Tony Cook
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Department of Education



**Queensland
Government**