

Investing for Success

Under this agreement for 2022

Lower Tully State School will receive

\$35,941*

This funding will be used to

Target	Measures
1. Lift the reading and writing achievement of students currently below curriculum year level, as identified using the Literacy Continuum	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> English 75% C or better – Sem 1 2022 English 80% C or better – Sem 1 2023 Year 3 and Year 5 NAPLAN Reading and Writing NMS data (2023) <p>Comparison:</p> <ul style="list-style-type: none"> English A-E and NAPLAN Reading and Writing NMS data from Similar Queensland State Schools <p>Monitoring:</p> <ul style="list-style-type: none"> English A-E data Movement on P-10 Literacy Continuum Movement on Systematic Phonics and Reading Knowledge Levelled Evaluation assessment Student feedback and work samples NAPLAN reading and writing data
2. Optimise student well-being through school-wide initiatives that build social competencies and capabilities while creating a safe, respectful and positive culture, in order to optimise conditions for learning	<p>Monitoring:</p> <ul style="list-style-type: none"> Attendance data Behaviour data Student engagement and achievement data School Opinion Survey: Student Results

Our initiatives include

Initiative	Evidence-Base
1. Implement evidence-based literacy instruction across whole school P-6 and apply intensive literacy support to at-risk students; and Facilitate teacher release time to interrogate data and refine intervention strategies, differentiation techniques and the co-development of student individual learning goals	<p>Stone, L. <i>Reading For Life</i> (2019). Routledge, Oxon, UK.</p> <p>Sharratt, L. <i>Clarity: What Matters Most in Teaching and Learning</i> (2019). Corwin, California, USA.</p>
2. Continue the implementation of the PBL framework along with other programs and practices that enhance its delivery, including The Zones of Regulation, The Resilience Project, Trauma-Informed Practice and Restorative Practices	<p>Brunzell, T & Norrish, J. <i>Creating Trauma-Informed, Strengths-Based Classrooms</i> (2021). Jessica Kingsley Publishers, London, UK.</p>



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*Funding amount estimated on 2021 data. Actual funding will be determined after 2022 enrolment data are finalised. Actual expenditure may vary due to changes in finalised 2022 enrolment data and student learning needs.

Our school will improve student outcomes by

1.

Actions	Cost
Purchase physical resources, apps and online subscriptions that support evidence-based literacy practices and SSP (Structured Synthetic Phonics)	\$3,500
Provide targeted staff professional development opportunities in the use of PLD (Promoting Literacy Development), SSP and evidence-based intervention strategies	\$2,000
Purchase additional Teacher Aide hours for intensive literacy support	\$20,000
Facilitate teacher release time to interrogate data and refine intervention strategies, differentiation techniques and the co-development of student individual learning goals.	\$6,000

2.

Actions	Cost
Purchase PBL signage for school buildings	\$5,500
Purchase The Resilience Project resources and annual online subscription	\$2,200
Provide staff professional development in the areas of Trauma-Informed Practices, Zones of Regulation, The Resilience Project and Functional Behaviour Assessment training	\$2,000

2022 I4S funding	\$35,941
I4S funds carried forward from 2021	\$ 5,220
Total I4S funds available	\$41,161
Total Planned Expenditure in 2022	\$41,200



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School name



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