

Investing for Success

Under this agreement for 2022

Sherwood State School will receive

\$235,413*

This funding will be used to:

- ▶ **Support student improvement** by enacting the **Academic Case Management** process across P - 6. Within this **ACM** process; staff will collaborate within and across year level teams, with support staff and with line managers to deepen their knowledge of each student and develop clarity around 'their next steps' in order to **provide differentiation** that is authentic, timely and targeted
 - Key achievement targets P-2 English; all of our students are meeting NMS, 90% A – C with 80% of students achieving an A or B
 - Key achievement targets 3-6 English; all of our students are meeting NMS, 85% A – C, with 75% of students achieving an A or B
 - Key achievement targets SWD; all students achieving within the A – C range in both English and Mathematics
- ▶ **Provide INCLUSIVE supports** - our ACM process include extra support provided by additional teachers to the Inclusion Team, the STLaN, the EALD support teachers, extra school days for our Guidance Officer and for our Speech Therapist as well as teacher aide time additional to our school allocation
- ▶ **Build Staff Capacity** - Professional Development is needed to deepen knowledge and understanding of ACM process (including differentiation, data conversation and data literacy, moderation processes to best inform curriculum planning and assessment) are also key to ensure accurate and consistent student improvement

Our initiatives include:

- ▶ Employment of **extra teaching staff** within the **Inclusion Team** – they will work closely with classroom teachers to **differentiate curriculum needs** so that **support is explicit, timely and targeted**. They will also work to **assist teacher aides**, within year level teams, **to develop skills to the support the differentiation required for all students** as they provide targeted support and extension for all students
- ▶ **ACM** – includes **data conversations** with individual teachers and their leadership line manager, using teacher over allocation of NCT time, to ensure we keep focused on **knowing our students and varying the pathway**.
- ▶ **Targeted PD** within key areas such as: **data literacy, differentiation, Australian Curriculum implementation, using research-based programs** (such as Heggerty, SSP and Spelling Mastery) to allow a consistent, levelled intervention approach, that can be tracked alongside the literacy continua.
- ▶ **Targeted PD** to continue to develop deeper understanding of how **moderation practices** assist educators in making informed and individualised decisions around teaching and learning
- ▶ **Coaches** to develop and implement the use of **bump-it-up walls**, with the aim that they are an effective and explicit tool which allow students to know 'their next steps' to improve or bump up their work
- ▶ **Fund for an extra 2 x days of SLP (3 SLP days @ Sherwood)** time to ensure case load demands can be met, and our P -3 students have access to early speech intervention.
- ▶ **Fund for an extra 2 x days of G.O. (4 G.O days @ Sherwood)** time to ensure case load demands can be met and appropriate and timely work with students can be undertaken

Our school will improve student outcomes by:

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| School purchased over allocation of teaching staff (+ non-teaching staff) to target support and extension in English; specific focus is to improve writing outcomes for students achieving an A -C | \$130 000 |
| 2 x day per week for extra SLP allocation - to further support in P -3 | \$ 40 000 |
| Professional Development for staff and coaching | \$ 65 413 |
| TOTAL | \$235 413 |



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**Queensland
Government**