

# Investing for Success

Under this agreement for 2019  
Burdekin School will receive

**\$10,870\***

## This funding will be used to

Target	Measures
1. Every student has actively tracked individual student communication goals, utilising the Communication Matrix and/or the P-10 Literacy Continuum by the end of 2019.	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ Communication Matrix: Semester 2, 2018 to Semester 2, 2019</li> <li>○ P-10 Literacy continuum: Semester 2, 2018 to Semester 2, 2019</li> <li>○ One School Personalised Learning: Semester 2, 2018 to Semester 2, 2019</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Percentage of students tracked historically over previous 2 years</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Movement on P-10 Literacy continuum</li> <li>○ Movement on Communication Matrix</li> <li>○ One School Personalised Learning usage</li> </ul> </li> </ul>
2. Every student engages with daily opportunities to read and write in meaningful and individually appropriate ways, demonstrating growth between semester pre and post testing data by the end of 2019.	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ P-10 Literacy continuum: Semester 2, 2018 to Semester 2, 2019</li> <li>○ English A-E: Semester 2, 2018 to Semester 2, 2019 as per Individual Curriculum Plan</li> <li>○ PM Benchmark assessments: Semester 2, 2018 to Semester 2, 2019</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Distance travelled compared historically (by student) for same length of teaching time (1 year)</li> <li>○ Correlation between Literacy Continuum, PM Benchmark, and English ICP Level Semester 2, 2018 to Semester 2, 2019</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ P – 10 Literacy continuum monitoring</li> <li>○ Student work samples.</li> </ul> </li> </ul>

## Our initiatives include

Initiative	Evidence-base
1. Further embedding the whole school balanced literacy pedagogical approach to reading - using the NQR Four Lesson Sequence for early levelled reading in age appropriate ways.	<ul style="list-style-type: none"> <li>• Sharratt, L, &amp; Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, USA</li> <li>• Fisher, D, Frey, N, &amp; Hattie, J, 2016 <i>Visible Learning for Literacy: Implementing practices that work best to accelerate student learning</i>, Corwin, California, USA</li> <li>• <a href="https://australiancurriculum.edu.au/media/4201/english_-_sequence_of_content.pdf">https://australiancurriculum.edu.au/media/4201/english_-_sequence_of_content.pdf</a></li> <li>• <a href="http://det.wa.edu.au/stepsresources/detcms/cms-service/download/asset/?asset_id=14192458">http://det.wa.edu.au/stepsresources/detcms/cms-service/download/asset/?asset_id=14192458</a> (pages 3-5)</li> </ul>

\* 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.



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<p>2. Embedding and refining whole school communication strategies and processes – including regular case management review, goal setting and active data tracking, and collaborative practices with staff, families, students, and paraprofessionals.</p>	<ul style="list-style-type: none"> <li>• Sharratt, L, &amp; Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, USA</li> <li>• <a href="https://communicationmatrix.org/">https://communicationmatrix.org/</a></li> <li>• Bates, E, 1997, <i>Origins of language disorders: A comparative approach</i>, In Thal, D &amp; Reilly, J (Eds.) Special issue on Origins of Communication Disorders, <i>Developmental Neuropsychology</i>, 13(3), 447-476.</li> <li>• <a href="https://learningplace.eq.edu.au/cx/resources/file/1424052a-7684-4a39-97de-98e8ca7740ce/1/index.html">https://learningplace.eq.edu.au/cx/resources/file/1424052a-7684-4a39-97de-98e8ca7740ce/1/index.html</a></li> </ul>
<p>3. Embedding our whole school approach to the analysis, interpretation and use of student and classroom data to inform instruction – using the NQR Quality Teaching and Learning framework to focus on evidence driven instruction and monitoring learning.</p>	<ul style="list-style-type: none"> <li>• Sharratt, L, &amp; Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, USA</li> <li>• Hattie, J, 2012, <i>Visible learning for teachers: Maximizing impact on learning</i>, Routledge, New York, USA</li> <li>• Archer, A, 2011, <i>Explicit instruction : effective and efficient teaching</i>, Guilford Press, New York, USA</li> <li>• Goss, P., Hunter, J., Romanes, D., Parsonage, H., 2015, <i>Targeted teaching: how better use of data can improve student learning</i>, Grattan Institute</li> </ul>

### Our school will improve student outcomes by

Actions	Costs
<p>Employing 0.1 FTE Speech Language Pathologist to further build staff understanding of complex communication needs and access in the classroom through co-planning and reviewing individual communication goals and evidence for every student.</p>	<p>SLP \$ 8946.00</p>
<p>Release for class teachers once per term to review individual communication goals and Communication Matrix and/or Literacy Continuum evidence for all students in their class with the Speech Language Pathologist.</p>	<p>TRS \$ 1924.00</p>



**Claire Cheyne**  
Principal  
Burdekin School



**Tony Cook**  
Director-General  
Department of Education

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