

Investing for Success

Under this agreement for 2018
Heatley State School will receive

\$306,000*

This funding will be used to:

1. **Increase literacy and English achievement levels of ALL students in Prep and Year 1** so that 75% or more reach reading benchmarks and achieve a 'C' or better for English by the end of 2018.
2. **Establish Heatley State School as a Positive Behaviour for Learning (PB4L) school** and strengthen school-community engagements and partnerships so that student learning and wellbeing is enhanced and disciplinary incidences and absences continue to reduce by the end of 2018.
3. **Increase the percentage of all students who achieve A-C level of achievement in English** to $\geq 75\%$, in Mathematics to $\geq 80\%$ and in Science $\geq 80\%$ by the end of 2018.
4. **Enable every student with an Individual Curriculum Plan (ICP) at a pre-Foundation or Foundation level to achieve their reading goal** by the end of 2018.

Our initiatives include:

Initiatives	Evidence base
1. Embed Heatley State School (HSS) oral language and reading approaches for the Early Years of schooling.	<p>Clay, MM 2001, <i>Change over Time in Children's Literacy Development</i>, Portsmouth, N H: Heinemann.</p> <p>Fisher, D, Frey, N & Hattie, J 2016, <i>Visible learning for Literacy, grades K-12: implementing the practices that work best to accelerate student learning</i>, Thousand Oaks, CA: Corwin.</p> <p>Munro, J 2011, <i>Teaching Oral Language: Building a firm foundation of ICPALER in the early primary years</i>, Camberwell, Australia: Australian Council Educational Research.</p> <p>Sharratt, L & Fullan, M 2012, <i>Putting Faces on the Data: What Great Leaders Do!</i> Thousand Oaks, CA: Corwin.</p>
2. Establish HSS as a PB4L school.	<p>Crone, D, Hawken, L & Horner, R 2015, <i>Building Positive Behavior Support Systems in Schools: Functional Behaviour Assessment (2nd ed.)</i>, New York, NY: Guilford Publications.</p> <p>Otereo, G, Csoti, R & Rothstadt, D 2018, <i>Leading and Creating Powerful Learning Relationships: A Whole-School Community Approach (Revised ed.)</i>, Moorabbin, Australia: Hawker Brownlow Education.</p> <p>Queensland Government Department of Education and Training 2016, <i>Positive behaviour for learning</i>, Retrieved 18 Feb 2018,</p>

* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



	from: http://behaviour.education.qld.gov.au/positive-behaviour/Pages/default.aspx
3. Establish professional learning communities between HSS and four other Townsville schools.	Donohoo, J 2017, <i>Collective Efficacy: how educators' beliefs impact on student learning</i> , Thousand Oaks, CA: Corwin. Sharratt, L & Planche, B 2016, <i>Leading Collaborative Learning: empowering excellence</i> , Thousand Oaks, CA: Sage Publications.
4. Strengthen HSS processes to identify and support students requiring ICPs.	Shaddock, A, Giorcelli, L, Smith, S & Australia, Department of Education, Employment and Workplace Relations 2007, <i>Students with disabilities in mainstream classrooms: a resource for teachers</i> , Commonwealth of Australia, Canberra: ACT. Queensland Government, Department of Education and Training 2017, <i>Inclusive Education policy statement</i> . Retrieved 18 Feb 2018, from: http://education.qld.gov.au/schools/inclusive/

Our school will improve student outcomes by:

Actions	Costs
Supplement the 2018 school staffing allocation for Primary and Special Education Program teachers and teacher aides by additional allocations of Full-Time Equivalent (FTE) teachers and funding for temporary and casual teacher aide hours, to provide the human resources necessary to successfully operate our 2018 initiatives so every student can succeed; especially those identified students who require support in school time with personal care needs, complex and challenging behaviours and highly individualised learning needs.	\$ 276 000
Purchase teacher release scheme (TRS) time for teachers to enable individuals/year level groups/leaders to meet and engage in collaborative inquiry and instructional coaching cycle processes through professional conversations within our school and across other schools.	\$ 15 000
Contribute to attendance in, and material resources for, targeted professional learning in our 2018 initiatives for various staff (including non-teaching).	\$ 10 000
Contribute to costs of engaging system and external professionals to provide advice and expertise in our 2018 initiatives for individuals/year level groups/leaders.	\$ 5 000



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