

Investing for Success

Under this agreement for 2019
Dysart State School will receive

\$177,007*

This funding will be used to

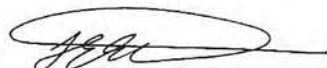
- Increase percentage of students receiving an A in English from 5.4% in 2018 to 10% in 2019.
- Increase percentage of Year 3 students at or above National Minimum Standard (NMS) in NAPLAN Reading Baseline Data (BLD) from 2018 - 80.3% to 2019 target of 94.4% with 50.5% in U2B.
- Increase percentage of Year 3 students at or above NMS or above in NAPLAN writing BLD 2018 - 83.6% to 2019 target of 93.3% with 47.2% in U2B.
- Increase percentage of Year 3 students at or above NMS in NAPLAN spelling BLD 2018 - 83.6% to 2019 target of 91.3% with 45.1% in U2B.
- Increase percentage of Year 3 students at or above NMS in NAPLAN G&P BLD 2018 - 83.6% to 2019 target of 93.2% with 46.2% in U2B.
- Increase percentage of Year 5 students at or above NMS in NAPLAN Reading BLD 2018 - 90.9% to 2019 target of 94.8% with 28% in U2B.
- Increase percentage of Year 5 students at or above NMS in NAPLAN Writing BLD 2018 - 75.8% to 2019 target of 95% with 10% in U2B.
- Increase percentage of Year 5 students at or above NMS in NAPLAN Spelling BLD 2018 - 87.9% to 2019 target of 94.4% with 28% in U2B.
- Increase percentage of Year 5 students at or above NMS in NAPLAN G&P BLD 2018 - 87.9% to 2019 target of 95% with 28% in U2B.
- All students across P-6 will be mapped on Early Start and/or the Literacy Continuum by end of Term 1, 2019.

Our initiatives include

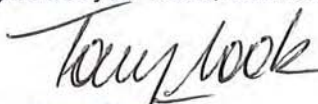
- Reading Hub, reading professional development **\$ 80,000**
- High Performing Teams (HPT) **\$ 29,500**
- Dysart Community of Practice (CoP) (leadership team) **\$ 500**
- Teacher release to engage in, watching others work, understanding the Literacy Continuum and early start, PBL, beginning teacher mentor training, THRASS, gathering evidence and the literacy demands of the Australian Curriculum **\$ 50,000**
- Moderation **\$ 17,007**

Our school will improve student outcomes by

- Engaging all teaching staff in literacy/reading professional development, (Reading Centre modules, phonological awareness, Literacy Continuum, Early Start, WOW, Observation and feedback) to understand the literacy demands of the Australian Curriculum and how to effectively teach reading.
- Engaging middle leaders in leadership capacity building activities and workshops, (HPT, CoP, Mentoring) to drive and facilitate improvement in Whole School Culture, Whole School Literacy, Student Engagement.
- Engaging in moderation of student assessment and writing across year levels, cohorts and regional schools.



Teena Elliott
Principal
Dysart State School



Tony Cook
Director-General
Department of Education

* 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.



**Queensland
Government**