**Investing for Success 2023 Estimated $130 000**

**Mount Gravatt State School**

**This funding will be used to**

* To improve the outcomes for all students in the English Learning Area by strengthening the planning, enacting, assessment, moderation of the Australian Curriculum.
* Teachers will use Case Management and the tracking of student data to improve outcomes for all students. By the end of semester two, the percentage of students receiving an achievement rating of C or above in English will be at or above 85%.
* Embed a synthetic phonics approach to teaching reading (Prioritising Literacy Development – PLD) in prep to year 6.
* Plan for and implement a systematic collection and review of student data to inform targeted inclusive practices that will ensure every student is succeeding.

**Our Initiatives Include**

**Literacy Coach**

* Provide in-service training and follow up coaching to assist classroom teachers in the use of Literacy in their classrooms;
* Facilitate literacy instruction and learning based on current reading and research;
* Work with teachers individually and/or in collaborative year levels providing practical support for a range of reading, writing, and communication strategies;
* Observe and provide feedback to teachers on instruction relating to literacy development;
* Model and/or team teach classes in order to support teachers in their use of pedagogy related to literacy development;
* Maintain a collection of professional reading/learning materials, which reflects current research, related to students’ literacy development and share this will colleagues;
* Support teachers’ professional growth and strengthen their professional knowledge, skills and strategies for improving student literacy through provision of an ongoing program of workshops and/or coursework.

**Evidence base supporting this initiative:**

Sharrat, L & Fullan, M, 2012 Putting Faces on the Data:

What Great Leaders Do!, Corwin, USA • Kouzes, J & Posner, B, 2021 The Leadership Challenge, Jossey-Bass, USA

Heggerty, M, 2004 Phonemic Awareness: The Skills that they need to help them succeed

Snowling, M & Hulme, C, 2007 The Science of Reading: A Handbook

**Technology Coach**

* Work with Curriculum Leaders and Classroom Teachers to plan, implement and review Technology programs;
* Consult with Curriculum Leaders to select and use a range of assessment tools as a means to make sound decisions about student needs as required by to the curriculum;
* Support classroom teachers to begin to integrate technology, not just as a substitution, but redefining and modifying their curriculum.

**Evidence base supporting this initiative:**

What Great Leaders Do!, Corwin, USA • Kouzes, J & Posner, B, 2021 The Leadership Challenge, Jossey-Bass, USA

**Classroom Teacher**

* Provide a thirteenth teacher to elevate oversized composite classes as consulted with by staff;
* Creating a whole school approach that provides the right conditions to achieve excellence and lift outcomes;
* Providing inclusive learning environments that support every student to manage their wellbeing and achieve success;
* Providing learning opportunities and environments that promote student engagement.

**Evidence base supporting this initiative:**

Diamond, A 2010, ‘The Evidence Base for Improving School Outcomes by Addressing the Whole Child and by Addressing Skills and Attitudes, Not Just Content’. Early Education and Development, vol. 21, no. 5, pp 780-793

**Our school will provide student outcomes by**

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| Literacy Coach | $20 000 |
| Technology Coach | $ 10 000 |
| Teacher | $ 100 000 |