

Investing for Success

Under this agreement for 2022
Drayton State School will receive

\$97,020*

This funding will be used to

Ensure that every student will either:

- Achieve National Minimum Standards in literacy and numeracy for their year level; OR
- Have support in place to address their specific learning needs to improve educational outcomes.

The funding will be used in 2022 to:

- Ensure 80% of Prep to Year 6 students attain Regional Reading Benchmarks by the end of 2022.
- Increase the number of students receiving overall / summative Levels of Achievement as per Table A:

OVERALL GRADES % of A OR B Grades	FROM (2021)	TO (TARGET 2022)
English	44.1% of students	70% of students
Mathematics	58.6% of students	70% of students
Science	47.8% of students	70% of students
OVERALL GRADES % of C or Better Grades	FROM (2021)	TO (TARGET 2022)
English	87.8% of students	100% of students
Mathematics	91.8% of students	100% of students
Science	92.2% of students	100% of students

Table A – Drayton State School Levels of Achievement Targets, 2022

Our initiatives include

Strategic linkage to the 2022 Annual Implementation Plan (AIP) and associated strategies within the AIP:

1. Improvement Priority 1, *Teaching*
 - ✓ Building an expert teaching team encompassing all staff at Drayton State School
2. Improvement Priority 2, *Learning*
 - ✓ Ensuring every Drayton State School student achieves success
3. Improvement Priority 3, *Culture/Community*
 - ✓ Sustaining a positive culture to foster enhanced learning, wellbeing, and partnership outcomes

This work is underpinned by the following Research and Evidence:

Archer, A. & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*
 Darling Downs South West Region (2022). *Darling Downs South West Charter for Success*
 Darling Downs South West Region and Sharratt, L. (2019). *Leading Learning Collaborative Practice (LLCP)*
 Lemov, D. (2015). *Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College*
 Positive Behaviour for Learning, Center on PBIS (2022). *Positive Behavioral Interventions & Supports*.
 Sharratt, L. (2018). *Clarity: What Matters Most in Learning, Teaching and Leading*
 Sharratt, L & Fullan, M. (2012). *Putting FACES on the Data: What Great Leaders Do*



Our school will improve student outcomes by

Focusing on the drivers for school improvement – **consistency**, **collaboration** and **capability building**, Drayton State School will improve student outcomes through:

Facilitating additional Professional Development / resources in line with maximising student and community engagement, as derived from the 2022 Drayton State School Annual Implementation Plan and Explicit Improvement Agenda, including (but not limited to): <ul style="list-style-type: none"> • Age Appropriate Pedagogies • Teacher capability of reading, spelling and literacy • High Performance Schools/High Performing Teams professional learning • Technology resources • Professional learning in line with school priorities and staff APDPs 	\$17,020.00
Providing additional teacher aide and administrative support to enable focused / intensive teaching and intervention within classrooms	\$45,000.00
Funding the cost of teaching staff involvement in Team Approach to Teaching and Learning (TATAL)	\$35,000.00
TOTAL 2022 INVESTMENT	<u>\$97,020.00</u>



Aleksandr Taylor-Gough
Principal
Drayton State School



Michael De'Ath
Director-General
Department of Education



**Queensland
Government**