

Investing for Success

Under this agreement for 2022

Lochington State School will receive

\$5 496 *

This funding will be used to

TARGET	MEASURES
1. Maintaining high number of students reading at their age appropriate level from Kindergarten to Year 4.	<p>Baseline/endpoint</p> <ul style="list-style-type: none"> 100% of Year 1 to Year 4 students reading and comprehending text at Age Appropriate levels on the Literacy Continuum and a LOA at or above a 'C' Achieve 100% of Kindy students engaged with class curriculum and progressing through Kindergarten benchmarks. <p>Comparison/Monitoring</p> <ul style="list-style-type: none"> PM benchmark assessment Monitoring through regular recording on the P-10 Literacy Continuum Report Card Data Check listing and Folio collection for Kindergarten and Early Years. Observation and Monitoring as new teaching strategies applied.
2.Improve alignment of QKLG and AC to ensure quality whole school pedagogy for Early years.	<p>Baseline/endpoint</p> <ul style="list-style-type: none"> 100% of students in Kindergarten to Year 4 accessing age appropriate curriculum and demonstrating progress. 100% of staff aware of QKLG and AC alignment. All staff planning, data and curriculum documents in OneNote. <p>Comparison/Monitoring</p> <ul style="list-style-type: none"> Pre and Post Assessment movement in P-10 Literacy Continuum Summative evidence at key data collection points. Student feedback All staff accessing OneNote for planning and curriculum delivery.
2.Develop skills of staff in SDK, QKLG and Alignment with AC and C2C P-6 curriculum Model.	<p>Basepoint/endpoint</p> <ul style="list-style-type: none"> Successful transition of young students into Kindy through integrated Early Years program <p>Comparison/ Monitoring</p> <ul style="list-style-type: none"> Staff development and feedback on impact of initiatives and support programs. Observation of student engagement in learning areas. Staff monitoring through Annual Performance review phases.



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Our initiatives include

Initiatives	Evidence Based
<ul style="list-style-type: none"> - Ensure consistency of teacher, teacher aide judgement and accurate reporting against the Australian Curriculum achievement standards, Early Years framework and Queensland Kindergarten Learning Guidelines by improving alignment through moderation internally and externally. - Develop a shared understanding of 'data literacy' in all curriculum areas and support teachers to effectively use data to inform targeted teaching and support requirements. 	<ul style="list-style-type: none"> • Timperley, H 2011 Using student Data for professional learning: focusing of student' outcomes to identify teachers (and teacher aides) needs. • Shaddock, A 2014 Using data to improve learning: A practical guide for busy teachers ACER Press, Australia. • Anita L. Archer, Chales A. Hughes 2011 Explicit Instruction Guilford Press, Australia. • Sharrat, L & Fullan, M 2012 Putting Faces on the Data. Corwin , Australia

Our school will improve student outcomes by

<ul style="list-style-type: none"> • Physical resources to enhance classroom environment and curriculum delivery in K to Year classroom. -Numeracy and Literacy resources. -Gross motor physical activity resources. 	\$3,400
<ul style="list-style-type: none"> • Planning days provided for Teachers to develop whole school approach to planning and pedagogy for K to Year 4- 8 x planning days for teaching staff. (2 / term) 	\$2, 550



Caius Davis
Principal
Lochington State School



Michael De'Ath
Director-General
Department of Education



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