

Investing for Success

Under this agreement for 2022
Esk State School will receive

\$ 79,455.00*

This funding will be used to

Increase the percentage of students receiving 80% of 'A's for effort ratings to 18% in 2022.

Increase the percentage of students receiving 80% of 'A & B' academic ratings, across all learning areas, to 20% in 2022.

Increase the percentage of Prep to Year 6 students attaining A-C achievement ratings (or equivalent) in English to 90% across each semester.

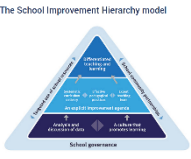
Increase the percentage of Prep to Year 6 students attaining A-C achievement ratings (or equivalent) in Mathematics to 90% across each semester.

Our initiatives include

Initiative:	Evidence Base:
<p>Expand the reading support program for prioritised students needing individualised instruction to support students close to benchmark, to obtain benchmark.</p> <p>Implement the Multilit Reading Tutor Program for low progress students experiencing difficulties in learning reading and related skills.</p>	<p>Hattie, J 2012, Visible Learning For Teachers, Corwin, California, USA Knight, B., & Galletly, S. (2014). Discussion Paper for the Project, 'Bridging the Gap for At-Risk Readers: Reading Theory into Classroom Practice.'. Central Queensland University.</p> <p>Response to intervention - Effect size = 1.07</p> <p>MULTILIT (2007). The MULTILIT reading tutor program (revised). Sydney: MULTIPLIT Pty Ltd.</p>
<p>Maintaining teaching teams (teacher + teacher aide per class) maximising in-class support for individual and small groups.</p>	<p>Hattie, J 2012, Visible Learning For Teachers, Corwin, California, USA Teacher student relations – Effect size = 0.72 Small group learning – Effect size = 0.49</p>
<p>Screening of prep students for speech and language difficulties, and the early assessment and intervention of identified students.</p>	<p>Hattie, J 2012, Visible Learning For Teachers, Corwin, California, USA Professional development – Effect size = 0.0.51 Knight, B., & Galletly, S. (2014). Discussion Paper for the Project, 'Bridging the Gap for At-Risk Readers: Reading Theory into Classroom Practice.' Central Queensland University.</p>



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Professional Development of staff	As evidenced in the 'engine room' of the School Improvement Hierarchy Model. 
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Our school will improve student outcomes by:

Action	Cost
Purchase additional teacher aide time to: <ul style="list-style-type: none"> • distribute time across all classes; • Maximise in-class support; • Deliver the reading support and speech interventions. 	\$59 245.00
Purchase additional speech therapy access.	\$2 552.00
Enhance effective pedagogical practices through: <ul style="list-style-type: none"> • Accessing classroom observation practitioner using the 4D model; • Accessing Australian's Together resources, learnings, and research participation; • Professional study program; • Collegiate engagement processes. 	\$17 658.00
Total	\$79 455.00



Mrs Roslyn Waldron
Principal
Esk State School



Michael De'Ath
Director-General
Department of Education



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