Investing for Success

Under this agreement for 2022
Kenmore State School will receive

$130, 445*

This funding will be used to

Achieve the following results:

- Increase the percentage of students achieving in English, Mathematics and Science against the relevant year-level achievement standard to:

A	B	C	ICP C
30%	45%	20%	100%

- 100% of students achieving at or above the NMS in all aspects of NAPLAN literacy and numeracy 100%.

- Increase the percentage of Yr 5 students achieving in the U2B for NAPLAN reading (60%) and writing to (50%).

- Increase percentage of Yr 3 students achieving in the U2B for all aspects of literacy and numeracy in NAPLAN to <70%.

Our initiatives include

- Enhancing the intervention and enhancement inquiry cycle (see over) to support individual student progress.

- Enhancing the STEM program through inquiry and providing opportunities for real-world experiences to develop problem solving, creative thinking, collaborative learning and co-design.

- Providing all teachers with ongoing literacy training, tools, support and feedback on the whole-school approach to teaching literacy (Rose, D. 2017 *Reading to Learn: Accelerating Learning and Closing the Achievement Gap,* University of Sydney).

- Using coaching and mentoring models to support teachers to move from theory to practice and improve consistency using researched methodologies, demonstration lessons, and feedback.

Our school will improve student outcomes by

Our school will improve outcomes and utilise the financial allocation by:

• Employing STEM teachers (1.4) and providing opportunities for students to engage in high level inquiry learning.	$130,445
• Providing classroom teachers with 0.1 release time to implement the intervention and enhancement inquiry cycle.	
• Developing Case-Management processes, led by the Leadership Team.	
• Provide targeted literacy professional learning through training, planning, coaching, mentoring, observation and feedback processes.	

Queensland Government

Kenmore State School: Intervention and Enhancement Inquiry Cycle

Week 1	*Scan and assess*	• Analyse pre-assessment activity to measure students' current understandings of the major concepts & higher-order thinking (English, Maths) • Use A-E Data and Diagnostic Assessments to identify evidence of students at risk, under achieving, working at year level, requiring extension/enrichment • Identify students requiring ICP/EALD support
	Prioritise	• Develop Class Differentiation Plans on OneSchool for students to meet targeted goals using R2L progression maps, marking guides (A-E data), Early Start, reading data • Analyse unit exemplars to focus the teaching and learning • Review or complete PLPs (Tier and 3) or support provisions (Tier 1) with the support team • Collaboratively review/ create ICPs for identified students with support team and parents (Term 1 and 3 - refer to support process flowchart) • **Meet with member of the leadership team to refine priorities for improving student outcomes (check-in)**
	Develop and Plan	• Collaboratively develop support plans, timetables, resources and measurement tools • Bring plans to cohort planning day
	Act	• Ongoing intervention, enhancement, adjustment monitoring and feedback (differentiation and explicit teaching for all students; focused teaching for small groups; intensive teaching for individual students) • Opportunities for Coaching and Mentoring (Instructional Rounds/Book Club, Case Management, Inclusion support, Team Leaders support) • Analysis of formative evaluation to inform practice • Implement summative assessment tasks and provide students with feedback using the Achievement Standards
Week 10	*Monitor and Review*	• Monitor student growth using Diagnostic Assessments and A-E data • Monitor ICP progression and alignment to Achievement Standard • Enter data onto OneSchool for Diagnostic Assessments as per Diagnostic Assessment Schedule • Moderate student work (school / cluster) • **Review student progress with leadership and support team (teams meetings)** • Feedback progress with students and parents (reporting or parent-teacher interview) • Refer students who require additional intervention or enrichment to Inclusion (Case Management) Team using referral process flowchart

Queensland Government (2021), *School Improvement Unit Inquiry Cycle: How we Learn*

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Ingrid Freeman
Principal
Kenmore State School

School council chair name
School council chair
Kenmore State School