

Investing for Success

Under this agreement for 2018
Amiens State School will receive

\$22 665*

This funding will be used to

Target	Measures
1. Increase in number of Learning of the Australian Curriculum taught at Amiens State School, in all classrooms.	<ul style="list-style-type: none"> • A quality assured Whole School Curriculum Plan catering for the effective implementation of the remaining Learning of: <ul style="list-style-type: none"> ○ Humanities and Social Sciences – Civics & Citizenship; Business & Economics ○ Technologies – Digital Technologies ○ Languages – French
2. Improve data literacy skills of all staff.	<ul style="list-style-type: none"> • All staff capable of conducting Benchmark testing according to DDSW Benchmarking requirements and of entering this data into local databases/tables and OneSchool.
3. Increase percentage of students achieving above benchmark in reading comprehension.	<ul style="list-style-type: none"> • Every student achieving at benchmark or above in PAT-R Benchmark at their year level.

Our initiatives include

Initiative	Evidence-base
<ol style="list-style-type: none"> 1. Develop teacher capability in designing curriculum-aligned units of work in HASS, Digital Technologies and French. 2. Engage in curriculum planning to ensure curriculum integrity. 3. Invest in appropriate resources to support all extended Learning Areas. 	<ul style="list-style-type: none"> • Vasquez, J 2014 STEM: Beyond the Acronym In Educational Leadership (Vol. 72, No. 4, pp. 10 – 15) ASCD • Bybee, R. W 2013, The Case for STEM Education: Challenges and Opportunities, NSTA Press, USA.
<ol style="list-style-type: none"> 2. Develop a shared understanding of data literacy and support teaching staff to effectively use data to inform targeted teaching. 	<ul style="list-style-type: none"> • Fullan, M & Sharratt, L 2012, Putting Faces on the Data: What Great Leaders Do! Corwin, California, USA.
<ol style="list-style-type: none"> 3. Entrench the whole-school approach to teaching Reading Comprehension. 	<ul style="list-style-type: none"> • Archer, AL and Hughes, CA 2011 Explicit Instruction: Effective and Efficient Teaching, Guilford Press, NY.

* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



Our school will improve student outcomes by

• PD and resources for teaching staff expanded Learning Areas.	\$9,500
• Provide support for collection of benchmark data and on analysis and discussion of curriculum-aligned through planning, modelling, observation and feedback processes, and timely access to data	\$3,200
• Engage in-house and cluster expertise to improve teacher ability to improve teaching and learning of Reading Comprehension.	\$2,300
• Provide support for collection of benchmark data and on analysis and discussion of curriculum-aligned through planning, modelling, observation and feedback processes, and timely access to data	(\$3,435) \$1,665
• Funding for teacher to deliver differentiation in Reading Comprehension for students at risk of not achieving at C level.	(\$5,500) \$6,000
Note: Items in parentheses are school-funded implemented to directly impact on students' writing and numeracy outcomes and design technologies.	



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Queensland
Government