

# Investing for Success

**Under this agreement for 2020  
Samford State School will receive**

**\$223,015\***

## This funding will be used to

- Assist all students in Years Prep-6 to demonstrate at least a year of academic growth in Literacy as defined in the school year level benchmarks.
- Support Year 5 students to demonstrate two years of academic growth in NAPLAN assessments from 2018 Year 3 NAPLAN assessment, as defined by relative gain measures in Literacy and Numeracy.
- Provide 75% of students in Prep and Year 1 to meet our school 'progressing well' reading benchmark (Prep – Level 11, Year 1 – Level 17) .
- Ensure all students in Prep and Year 1 to meet our minimum school reading targets (Prep – Level 5, Year 1 – Level 15) by the end of the year.

## Our initiatives include

- Refining 'Targeted Teaching' strategies and support mechanisms to address individual learning differences and shape student learning experiences accordingly. *Goss, P., Hunter, J., Romanes, D., Parsonage, H., (2015) Targeted teaching: how better use of data can improve student learning, Grattan Institute.*
- Building collective efficacy through Professional Learning Teams with a focus on enhancing pedagogy, academic rigor and engagement across core learning areas. *Hattie, J. (2015): The Applicability of Visible Learning to Higher Education. In: Scholarship of Teaching and Learning in Psychology*
- Developing and implementing evidenced informed inclusive practices to support all students to achieve a year's worth of growth. *Cologon, K. (2013). Inclusion in education: Towards equality for students with disability.*

## Our school will improve student outcomes by

- Implementing observation/ feedback cycles and classroom profiling, focussed on students' learning experiences. (PD and TRS \$25,300)
- Enhance pedagogical practice through professional learning focussing on differentiated classroom practice and high impact strategies. (PLC-TRS- \$44,000)
- Transforming pedagogy and learning experiences to deeply engage students to take an active role in their learning, including having greater agency, setting their own goals and taking ownership of learning outcomes (TRS \$72,615).
- Providing additional Targeted Teaching Team support working collaboratively with classroom teachers to scaffold learning of all students with precise, planned, targeted intervention and high impact strategies. (Wages & Resources \$81,100)

*Brad Clark*

**Brad Clark**  
Principal  
Samford State School

*Amanda Holding*

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School Council Chair  
Samford State School



**Queensland  
Government**