

# Investing for Success

## Under this agreement for 2022- *Good to Great- “Data and Differentiation”*

Undurba State School will receive

**\$354,612**

### This funding will be used to

The next step.....Provide clarity across the school in the clear and consistent use of data to successfully case manage students in their academic, well-being and attendance data to ensure the *school is creating the conditions in which learning can thrive*. The school will focus on the Inquiry model to prioritise, develop clear and precise plans, act upon, review and access our targets over the year to ensure success for every learner and every staff member.

We will act upon the data sets to differentiate for all students across the school, to ensure a *years' worth of growth for a years' worth of learning*. The relentless focus on academic, attendance and well-being. The capacity building of our staff to differentiate learning to ensure success for every learner will be led by our Support teachers. Co-teaching feedback cycle, coaching and extension strategies embedded into all areas of the curriculum. We will measure our impact using the Standards of Evidence, design, investment, scalability and impact.

### Our initiatives include

Our initiatives will include *Good to Great- Data and Differentiation*. Our whole school focus will be developed around those elements that have the biggest impact on learning. Quality teaching actions are based on evidence. Data can be used to plan learning interventions and focus the work of teaching teams. Having operating norms for using data can help individuals and teams maintain a clear focus and builds capacity to all staff across the school. As Hattie examines, *“Teachers make the biggest difference to a child's learning”* and the collective efficacy and belief that every child can learn makes the biggest impact on success.

#### Data

- Continuation of Sector leaders to share knowledge and model best practice in the data analysis of each individual academic, behavioural and social emotional wellbeing.
- Development of individual management strategies for our students with differing needs to successfully attend school each day within a positive and productive framework. Inclusive of extension, U2B Gifted and talented.
- Continuation of a Head of Curriculum to track and provide case management of students learning across the school and to model best practice with all staff members.
- The release of staff to collectively meet fortnightly to discuss students learning, undertake moderation and collectively work as a team to move students learning.

**Differentiation-** accessibility of curriculum for all learners. *“All students deserve at least a year's progress for a year's input”* Hattie “Learning is optimised when teachers pitch the content and the instruction ‘at or just above’ each student's developmental level, considered to be their ‘zone of proximal development’

- .2 GO to support the staff in differentiating the curriculum to provide access to all learners, including building capacity of staff within the ICP process, developing base line data sets to measure success and distance travelled.
- Collegial framework to provide opportunities for every staff member to participate in feedback opportunities to further develop their differentiation strategies to meet the needs of our learners.
- The releases of staff to undertake extension and upper 2 band programs to extend learners in critical and creative thinking skills.
- Development of Co-teaching teams to best embed CCT skills



## Our school will improve student outcomes by

\$125 000 to enable the release of teachers to work collaboratively to track students learning across the school- Professional Learning Team.

\$88 000 for Professional Development across the school in Data and Differentiation strategies to support implementation of the schools AIP and EIP. Specific focus on the implementation and embedded practices of the co-teaching, coaching, building staff capacity to better enhance learning outcomes for all students, inclusive of U2B, extension, learning support, PBL practices and analysis of data sets, ICP's capacity building. Data analysis lead by the Sector leaders

\$75 000 to continue HOD- Curriculum to lead differentiation strategies in classrooms, develop and lead co-teaching Practices and develop and extend the schools moderation practices.

\$40 000 for the development and implementation of the school's collegial framework.

\$26,612 Purchase of additional Administration office staff to track student attendance data and develop improved attendance strategies for all learners.

## How will we know we have been successful

A case managed process for students has been firmly established.

- Co-teaching has been implemented as the preferred method for student support and intervention.
- All students actively case-managed and appropriately supported to ensure quality student outcomes.
- Moderation occurs before, during and after a unit of work.
- Enrichment and extension opportunities are embedded into all aspects of the curriculum. Not a singular 'bolt on' programs. UDL is the driver behind learning
- Student intervention is early and effective.
- Rigorous teacher feedback, peer and self-assessment is occurring in all classrooms.  
Students are able to clearly articulate what they need to do in order to improve
- Data /Bump it up walls and associated practices are established in all classrooms.
- Data conversations occur regularly and are structured to ensure, 'where to' with conversations and practices are adjusted in response to student data.
- Appropriate pedagogical choices are made based on the learning needs of students.



**Leanne Archer Matheson**  
Principal  
Undurba State School

**Michael De'Ath**  
Director-General  
Department of Education

