

Investing for Success



Under this agreement for 2021
Hilder Road State School will receive

\$122,557*

This funding will be used to

State schools are allocated this funding to support students to achieve improved outcomes across all stages of schooling. In line with our Strategic Plan 2020-2023, Hilder Road State School will allocate this funding to support achievement of key 2021 goals:

- Increase student engagement and persistence with the writing process;
- Increase student use of feedback aligned to success criteria to improve writing;
- Develop student understanding of their roles and responsibilities in relation to learner behaviours to increase engagement.

School funds will be used to complement I4S funding, and specifically target other key 2021 goals:

- Increase student engagement and thinking in Science;
- Improve student communication of ideas through enhanced use of scientific language.

Writing	Science	Self-regulation
<ul style="list-style-type: none"> • School-wide writing framework • Differentiation for student literacy needs • Teacher and student feedback 	<ul style="list-style-type: none"> • Teacher understanding big ideas in Science • Explicit teaching of scientific language and literacy • Explicit teaching of inquiry skills • Teacher observation and feedback 	<ul style="list-style-type: none"> • School-wide behaviour framework including continuum of support • Differentiation for students' behaviour needs in the classroom • Explicit teaching of social emotional capability • Parent partnerships: working collaboratively

Our initiatives include

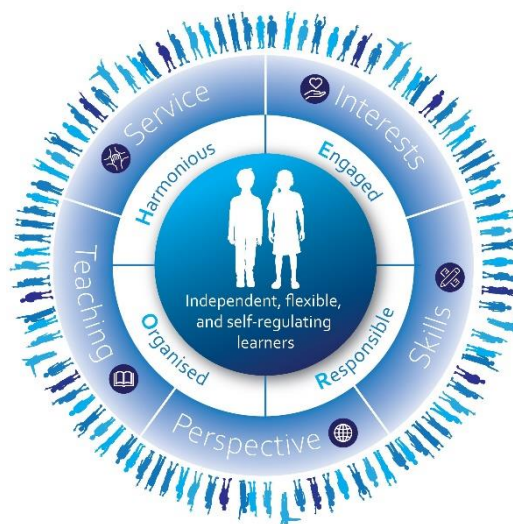
Initiative	Evidence-base
Embed a synthetic phonics approach to teaching phonics, spelling and grammar in Prep - Year 3	Stuart, M and Stainthorp, R 2015, <i>Reading Development and Teaching</i> . Sage, London.
Build teacher capability in explicitly teaching writing skills and processes within the Australian Curriculum learning areas	Hochman, JC, & Wexler, N, 2017, <i>One Sentence at a Time</i> (online)
Maintain professional learning communities (PLCs) to lead pilot development and evaluation of signature practices for writing, self-regulation and science	Timperley, H 2011 <i>Using student data for professional learning: focusing on student outcomes to identify teachers' needs</i> (online)



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Our school will improve student outcomes by

Actions	Costs
Subsidise Deputy Principal role to ensure non-classroom responsibilities in order to lead school priorities, build teacher capability, and support parent-school collaboration related to self-regulation and engaged learner behaviour.	Salary \$23,000
Engage a Speech Language Pathologist for an additional day per fortnight to support speech and language identification and early intervention	Salary \$10,000
Engage a Support Teacher: Literacy and Numeracy to coordinate literacy and numeracy intervention for identified students	Salary \$23,000
Provide TRS to enable year level teams and leaders to engage in collaborative planning and professional conversations regarding curriculum, pedagogy and assessment <ul style="list-style-type: none"> • 1 day release per term (Terms 1-3) • Additional 1 day release per semester for composite classes 	TRS \$33,000
Purchase additional Teacher Aide time to support transition of students into Year 1	Wages \$6,300
Purchase additional Teacher Aide time to provide targeted learning support for identified students, with a priority on literacy intervention	Wages \$26,000
Build capability of P-3 teachers in Jolly Phonics and Jolly Grammar	TRS \$ 1,257
SUB-TOTAL	\$122,557
Carry over from 2020 (\$8,000): <ul style="list-style-type: none"> • Increase Guidance Officer allocation to support students experiencing cognitive, emotional and behavioural difficulties 	Salary \$8,000
TOTAL	\$130,557



JL Watts

Jodie Watts
Principal
Hilder Road State School

Kim Smith

Kim Smith
School Council Chair
Hilder Road State School



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