

# Investing for Success

Under this agreement for 2022  
Regents Park State School will receive

**\$363 770\***

## This funding will be used to

- Increase the student learning outcomes across Prep-Yr 2 in English in response to AEDC Data and Transition Statements
- increase the percentage of students achieving a '**C**' standard or above in English to **100%** in all year levels in 2022
- increase the percentage of **Year Three and Year Five** students achieving NAPLAN national minimum standard (**NMS**) to **95%** in **reading** in 2022
- increase the percentage of Year Three and Year Five in students achieving NAPLAN National minimum standards (NMS) to 95% in writing in 2022.
- increase the percentage of **Year Three** students in NAPLAN upper two bands (**U2B**) to **40%** or above in **reading** in 2022
- increase the percentage of **Year Five** students in NAPLAN upper two bands (**U2B**) to **25%** or above in **reading** in 2022
- close the gap between indigenous and non-indigenous NAPLAN mean scale scores (**MSS**) by **50%** in **Year 3** and in **Year 5**
- improve **teacher and leader capability development** around the Inclusive Teaching of Reading and Writing

## Our initiatives include

- Enhancing teacher capability through embedding the **Collaborative Inquiry Cycles** to ensure teachers are supported to deliver highly effective, consistent pedagogical practice, in English
- Establishing the intentional collaboration of teachers and teacher aides to effectively support and lift student performance in English through alignment of consistent signature practices under the lens of the Inclusive Approach to the Teaching of Reading and Writing.

### Evidence

- State Schooling Improvement Strategy: Every Student Succeeding 2022 – 20226
- Reading and Writing Centre Inclusive Approach to the Teaching of Reading and Writing
- Sharatt, L and Fullan, M – Putting Faces on the Data, Corwin, 2012
- Sharatt, L – Clarity What Matters Most in Learning, Teaching and Leading
- Hattie, J - Visible Learning
- Archer, L and Hughes, C – Explicit Instruction

## Our school will improve student outcomes by

ACTIONS	EXPENDITURE
<b>Employ an additional teacher</b> to form the fourth Prep Class for 2022	\$ 83 000
<b>Employ additional teacher</b> to provide specialised instruction in curriculum areas whilst also supporting release time for teachers to participate in <b>Collaborative Inquiry Cycles</b>	\$ 57 000
<b>Top up the difference between a classroom teacher to that of a HOD-C</b> , including the provision of additional 0.5 NCT, to operate as a 'knowledgeable other' leading Collaborative Inquiry Cycles	\$ 18 500
Provide an additional 0.2 allocation of <b>Speech Therapy Services</b>	\$ 25 000
<b>Employ additional Teacher Aides to:</b> <ul style="list-style-type: none"> <li>• Provide additional literacy support in targeted programs (Flying Squads for the Inclusive Approach to the Teaching of Reading and Writing)</li> <li>• Provide a full-time teacher aide to all Prep Classes</li> <li>• Enhance curricula and skill acquisition</li> <li>• Enhance student engagement and provision of behaviour support to teachers</li> </ul>	\$160 000
Provision of additional access to Hear and Say and Vision Support	\$ 3 500
Provide resources to support Pre-Prep Transition Programs	\$ 16 770



**Veronica Kostaschuk**  
Principal  
Regents Park State School



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



**Queensland  
Government**