

# Investing for Success

Under this agreement for 2019  
Osborne State School will receive

**\$8,382\***

## This funding will be used to

Target	Measure
Increase percentage of Prep-2 students achieving a B standard or better in English, Maths and Science	<p><b>Baseline/endpoint:</b></p> <ul style="list-style-type: none"> <li>o 2018 - English 55% B or better (Prep-2), Sem 2 &gt;&gt;&gt; 2019, Sem 2 – English 75% B or better</li> <li>o 2018 - Maths 66% B or better (Prep-2), Sem 2 &gt;&gt;&gt; 2019, Sem 2 – Maths 75% B or better</li> <li>o 2018 - Science 44% B or better (Prep-2), Sem 2 &gt;&gt;&gt; 2019, Sem 2 – Science 75% B or better</li> </ul> <p><b>Comparison:</b></p> <ul style="list-style-type: none"> <li>o Historical data</li> <li>o Prep-2 achievement, Sem 2           <ul style="list-style-type: none"> <li>▪ 2016 - English 100% C or better (Prep-2), Sem 2</li> <li>▪ 2016 - Maths 100% C or better (Prep-2), Sem 2</li> <li>▪ 2016 - Science 100% C or better (Prep-2), Sem 2</li> <li>▪ 2017 - English 80% C or better (Prep-2), Sem 2</li> <li>▪ 2017 - Maths 60% C or better (Prep-2), Sem 2</li> <li>▪ 2017 - Science 80% C or better (Prep-2), Sem 2</li> </ul> </li> </ul> <p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>o Teacher planning documents and lesson observations</li> <li>o Student feedback and work samples</li> <li>o English A – E data</li> <li>o Early Start data</li> </ul>
Increase the percentage of Prep-2 students achieving School-Determined Reading Benchmarks.	<p><b>Baseline/Endpoint</b> 2018 – 33% Prep-2 students achieved School Determined Reading Benchmarks 2019 – 80% Prep-2 students achieving School Determined Reading Benchmarks</p> <p><b>Comparison</b> <b>Historical data</b> 2016 – 83% Prep-2 students achieved Regional Reading Benchmarks 2017 – 80% Prep-2 students achieved Regional Reading Benchmarks</p> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>o Teacher planning documents and lesson observations</li> <li>o Student feedback and work samples</li> <li>o Early Start data</li> </ul> <p>PM Benchmark running records ICP and ILP student goal achievement</p>

## Our initiatives include

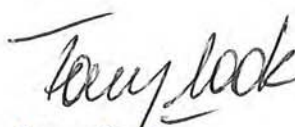
Initiative	Evidence Base
Employ an additional teacher to assist with supporting students' learning in literacy and numeracy with a focus on Early Years.	Archer, A, Hughes, C. 2011 'Explicit Instruction – Effective and Efficient Teaching', The Guilford Press, New York. Cameron, S. 2009 'Teaching Reading Comprehension Strategies', Pearson Australia, Melbourne.
Continue to implement and embed highly effective teaching strategies to develop shared language and practice across the school	Archer, A, Hughes, C. 2011 'Explicit Instruction – Effective and Efficient Teaching', The Guilford Press, New York. Sharratt, L, & Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, USA

## Our school will improve student outcomes by

Actions	Costs
Employ an additional teacher to assist with supporting students' learning in literacy and numeracy with a focus on Early Years.	FTE 0.2 \$8382 plus additional school funds
Develop case-management approach, led by principal	\$0



**Hayley Laidlow**  
Principal  
Osborne State School



**Tony Cook**  
Director-General  
Department of Education

\* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



**Queensland**  
Government