

# Investing for Success

Under this agreement for 2022

Goomeri P-10 State School will receive

**\$105,006\***

## This funding will be used to

- Ensure continued improvement in student outcomes with respect to literacy and numeracy measured through student A-C achievement in English (82 – 96%) and Mathematics (85 – 95%) as well as tracked PM and Literacy Continuum growth
- Case manage identified students to enable quality teaching and individualised learning (Explicit Improvement Agenda) – 100% of identified students engaging with the program of instruction in the classroom
- Develop fundamental literacy, numeracy and social skills of the pre-prep students in the Goomeri community to ease their transition into school – target of greater than 80% of pre-prep students engaged in this program
- Focus on speech language development of P to 3 students – 100% of new P-3 students assessed and programs initiated when required
- Continue the implementation of the “Resilience Program” – a whole school program focusing on resilience, leadership and the value of education, resulting in decreased behaviour office referrals and improved student wellbeing

## Our initiatives include

- Use of 2021 literacy data to continue to evolve Goomeri’s whole school literacy strategy – via the inquiry model with a focus in 2022 on evidence based practices
- Use of 2021 numeracy data to inform quality teaching and individualised learning in each classroom
- Case managing individual student performance (Sharratt) with a focus on identified students
- Continuing “Get Set for Prep” as a valued pre school age initiative, including parent workshops that supports the development of pre-prep social, literacy and numeracy skills
- Fostering and continuing the development of the P-3 Speech Language Program utilising: PAL (Phonological Awareness for Literacy), Monkey Sounds, Strive, Blanks and individualised student speech / sound programs
- Continuing student development with respect to well-being, leadership and resilience through: TEAM (Together Everyone Achieves More), leadership camps, Positive Behaviour for Learning (PBL), the Resilience Project and “Breaky Matters”

### Evidence Base

- Archer, AL and Hughes, CA 2011 *Explicit instruction: Effective and Efficient Teaching* Guildford Press, NY.
- Fisher, Frey, Hattie 2016. *Visible Learning for Literacy*, Sage, London.
- Sharratt, L and L and Fullan, M 2012 *Putting FACES on the data: What great leaders do!* Corwin, Thousand Oaks, CA.
- Hattie, J 2008 *Visible Learning* Corwin, Thousand Oaks, CA.

## Our school will improve student outcomes by

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|--------------------------------------------------------------------------------------------|-----------------|
| • Purchasing of additional staffing to cater for student needs and individualised learning | <b>\$80,157</b> |
| • Purchasing additional allocation of Speech Language Pathologist time                     | <b>\$ 2,500</b> |
| • Continuing Literacy and Numeracy initiatives                                             | <b>\$ 9,043</b> |
| • Resourcing Student Welfare initiatives                                                   | <b>\$13,306</b> |



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Principal  
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**Queensland  
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