

Investing for Success

Under this agreement for 2017 Tolga State School will receive

\$149,995*

This funding will be used to

- Have every student with an Individual Curriculum Plan achieving a 'C' standard or better against the relevant year-level achievement standard
- Identified students with A & B ratings in Maths, English and Science to be included in activities to extend knowledge
- Increase the percentage of students achieving a 'B' standard or above in English from 62% in Year 5 (2016) to 70% in Year 6 (2017) identified through report cards
- Increase the percentage of students achieving a 'B' standard or above Maths from 70% in Year 5 (2016) to 78% in Year 6 (2017) identified through report cards
- to improve NAPLAN outcomes in the U2B for Numeracy from 38.6 % to 40% in Year 3
- to improve NAPLAN outcomes in the U2B for Numeracy from 23.8% to 35% in Year 5
- Prep students on entry are to be tested in Early Start + identified on exit of Prep
- Years 1 – 2 identified students to be tested through Early Start on exit from the year levels
- 100% students with disability with enacted Individual Curriculum Plans or Highly Individualised Plans
- Increase the percentage of teachers using more facets of one school in developmental maps, mark book, Individual Curriculum Plans, differentiation placemat and dashboard functionality to 100%
- Increase the percentage of Prep students able to read and comprehend short, predictable texts and compose and record short, meaningful sentences from 75% to 90% at the reporting level of 'Working With' or better
- Increase teacher aides' skillset by providing opportunities for them to engage with in-service materials for extending student learning and participate in professional development opportunities associated with school priorities
- Have every teacher accessing a variety of professional development in Numeracy especially problem solving
- Have every teacher accessing a variety of professional development in Literacy especially in guided reading.
- Have every teacher accessing professional development identification of learning needs for inclusivity.

Our initiatives include

- Provide focused and intensive teaching targeted at 'C' students in order to improve the quality of their demonstrations of learning against the relevant year-level achievement standard
- Develop a whole school approach for the identification and extension of high performing students across English, Maths and Science
- Develop teachers' capability to design and deliver age-appropriate individualised curriculum for Numeracy
- develop teachers' capability to design and deliver age-appropriate individualised curriculum for English
- Build teacher capability via a whole school observation and feedback framework
- Provide focused and intensive teaching targeted at "B" or above students in order to improve the quality of their demonstrations of learning against the relevant year-level achievement standard in Numeracy

* Funding amount estimated on 2016 data. Actual funding will be determined after 2017 enrolment data are finalised.

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- Provide focused and intensive teaching targeted at “B” or above students in order to improve the quality of their demonstrations of learning against the relevant year-level achievement standard in Literacy
- Train and support teacher aides to extend student learning in numeracy and literacy across the primary school years
- Train and support teachers/teacher aides to assist students with disability to access and improve learning outcomes
- Develop a plan for monitoring early phase literacy and numeracy, including the schedule of Early Start assessments and the use of the AEDI
- Opportunities for professional conversations regarding student progress with Principal, Deputy Principal, Head of Curriculum, Master Teacher and Support Teacher of Literacy and Numeracy
- Build teacher capability to use technology to differentiate and improve learning using specialists in this field
- Continue to develop teachers’ capability to embed feedback in the teaching and learning cycle with students
- Develop, resource and implement a professional development and coaching program to support teachers in data gathering, collation, analysis and use
- Develop or adapt an oral language program for use in Prep and Year 1

Our school will improve student outcomes by

- Revisit the school pedagogical framework and continue to embed it as the shared language of teaching and learning
- Provide TRS to enable triads of teachers/leaders to engage in collaborative data inquiry, action learning, classroom visits, professional conversations and professional development for Numeracy, Literacy, and Technology development. \$ 45 000
- embed the classroom of classroom observation and feedback processes and protocols informs ongoing professional development and encourages a culture/climate reflective practice/action learning
- Students in the top levels of Maths, English and Science to be identified and included in IMPACT, TEEC and STEM including resourcing. \$ 8595
- arrange for teacher aides (temporary and permanent)to engage with MSSWD online modules (for example, understanding autism spectrum disorder, dyslexia and significant learning difficulties, motor coordination, hearing loss, speech and language and communication needs) .
- Professional learning in furthering knowledge around intervention for learning needs for all students.
- Employ teacher aides to enable improved outcomes for students across Literacy and Numeracy at the school \$ 68 400
- Employ teacher/specialists to enable improved outcomes for students across Literacy and Numeracy at the school \$ 28 000
- Early Start materials to be used across Prep to Year 2 to inform teaching, learning and resourcing, and to track progress
- Professional development in analysing and implementing plans for Early Start
- Workshops with teachers and teacher aides about learning needs for inclusivity for all students



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