

Investing for Success

Under this agreement for 2017 Lowood State School will receive

\$209,170*

This funding will be used to

- Support each student at risk of not achieving NMS (as reflected in internal school data) with tailored support programs.
- Increase by 30% the percentage of students in Prep – Year 2 reaching acceptable reading development levels from Term 4, 2016 to Term 4, 2017 as measured by Early Start Reading Assessment.
- Increase by 30% the percentage of students across Years 1-6 reaching acceptable yearly growth in Reading.
- Improve the capability of teaching staff pedagogy through the use of a differentiated pedagogical enhancement plans to improve lesson structure and delivery through providing TRS and forming professional learning teams.
- Use Early Start materials across Prep to Year 2 to inform teaching, learning and resourcing, and to track progress.
- Arrange for teacher aides to engage with MSSWD online modules.
- Engage the services of an additional teacher to work with specific students on particular learning goals.
- Engage with a mental health consultant to support and deliver researched programs with staff that promote an understanding of children who are from low-socioeconomic and traumatic backgrounds.

Our initiatives include

- Implementing a coaching model to increase teacher expertise and knowledge in Explicit Instruction and the teaching of reading enabling a sharper and more effective delivery of classroom curriculum across the school. This coaching model will include: formal coaching and mentoring; peer and collegial support; feedback; collective planning; moderation and reflection time.
- Implementing a clear and sharp focus on reading decoding strategies and comprehension across the school.
- Implementing an explicit intervention program focusing on foundation Literacy skills.
- Implementation of a Direct Instruction Program for identified students in Prep – Year 3.
- Embedding an effective Internal Monitoring Data Collection framework to guide teacher collection and analysis of standardised student data. Analysis is to provide informed student intervention strategies and support within the classroom.
- Develop teacher knowledge and understanding of the P-10 Australian Curriculum content descriptions and achievement standards by designing and supporting processes for robust intra-school and inter-school moderation.
- Develop a shared understanding of 'data literacy' and support teachers and leadership teams to effectively use data to inform targeted teaching.
- Revisit and revise the school pedagogical framework and embed it as the shared language of teaching and learning.
- Develop a plan for monitoring early phase literacy, including the schedule of Early Start assessments, opportunities for professional conversations regarding student progress and strategies for intervention.
- Develop a network of local early childhood centres and kindergartens to enhance knowledge of on-entry to Prep expectations and to assist in a smooth transition of children into Prep.
- Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the Year-level achievement standards.
- Better prepare and support teacher aides to extend student learning in literacy across all Year levels.

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

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Our school will improve student outcomes by

STRATEGY	COST
Implementation of Direct Instruction programs amongst 50% of the Prep – Year 3 classes.	\$16,000
Appointment of an additional Deputy Principal to focus support on the lower school, Prep – Year 2.	\$129 646
Appointment of additional teachers to case manage identified students.	\$37 743
Using additional TRS to release teachers for Pedagogical Enhancement Program.	\$15 600
Targeted Professional Development for Teachers and Teacher-Aides.	\$10 181
Total	\$209 170



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