

Investing for Success

Under this agreement for 2019

Injune P-10 State School will receive

\$34,617*

This funding will be used to

- Continue the primary aim of closing the gap between student's Chronological Age and Progressive Achievement Test (PAT) Comprehension Reading Age for targeted underperforming students;
- Continue the primary aim of closing the gap between Chronological Age and the Scale Score from 2017, 2018 to 2019 for (a) PAT Mathematics (b) PAT Spelling (c) PAT Reading, for targeted underperforming students.
- Enhance the readiness of students entering Prep so that realistic reading targets for Prep students in reading can be set at the beginning of 2019.
- Increase percentage of students in the upper two bands in NAPLAN specifically Numeracy and Writing in 2019. Implement data driven explicit action to target writing, indicated in our diagnostic testing as an Explicit Improvement Agenda (EIA) focus across the school. Implementation of "Write That Essay"

Our initiatives include

- Continue to provide focused and intensive teaching to students requiring additional support in reading, speech language to close the gap between the Chronological Age and Reading Age. Programs of specific targeted reading intervention include Levelled Literacy Intervention (LLI), targeted reading times, integration of reading as a holistic comprehensive school policy.
- Provide professional development and structured mentoring sessions in Reading / Writing and Numeracy for teachers to enable them to provide targeted and scaffolded instruction in (a) Numeracy concepts / skills (b) Literacy concepts / skills, to close the gap between the Scale Scores of 2017, 2018 to 2019 for underperforming targeted students and to increase number of students in upper two bands in Numeracy, Reading and Writing.
- Continue to work with the community in the 0-8 space to improve with Australian Early Development Census (AEDC) data.
- Continue to assess Prep students on entry to Prep to more accurately set individual reading and writing goals.
- Upskill teachers and teacher aides in Write that Essay/Teaching Handwriting Reading and Spelling Skills

Our school will improve student outcomes by

- Providing professional development to build staff capability to support the teaching of Reading and Writing through participation in Write that Essay/THRASS Professional Development's/Age Appropriate Pedagogy, Levelled Literacy Intervention (LLI) training and mentoring staff in these concepts through professional dialogues.
- Provide professional development and mentoring to build staff capacity and capability in the concepts of "Write That Essay" through professional dialogues.
- Provide teacher allocation in timetable to run Prep Transition Program and to network with the Kindergarten staff.
- Increasing the Year 7-10 Elective options in Science, Technology, Engineering and Mathematics (STEM) and extending students skills in STEM based electives.

* 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.



2019	What School Will Do	How School Will Do This	I4S Funding
Professional Development (PD)	THRASS program across the school	THRASS Whole School training level 2 Professional Development Day. Cluster Training Included	<ul style="list-style-type: none"> • TA's to Roma Foundation Course • \$532 • THRASS Foundation to Proficiency • (School Funded) • TOTAL: \$532
Professional Development (PD)	<p>Implement the Write That Essay Program.</p> <p>As a strategic goal in our Annual Implementation Plan (AIP) Purposeful Use of Data identified Writing as key improvement area.</p> <p>Our writing data formed the basis of implementing Writing and a writing emphasis across the whole school as a key strategic improvement goal for our Explicit Improvement Agenda</p>	<p>All staff PD in Write That Essay Sub-school PD days during 2019 Whole School PD days across the four terms with tutoring from Whole Time Equivalent (WTE) Professionals</p> <p>Follow up training with face to face/online and Twilight sessions. Sub-school interaction with Writing as key strategic goal in an Explicit Improvement Agenda</p> <p>Staff to participate in 2 days of in service in Writing PD with primary embedding of Write That Essay Professional Development (PD)</p>	<ul style="list-style-type: none"> • Write That Essay • Full Year Program across whole school. • \$35000 • Donation from P & C \$10000 • TOTAL: \$ 25000
Professional Development	<ul style="list-style-type: none"> • Implement WTE strategies to reinforce • Explicit Instruction Pedagogy. • Continue with Teaching Literacy and Curriculum (TLaC) strategies 	<p>Students will have their writing assessed and monitored over the year. Continue Explicit Instruction Pedagogy, Back the front maths. Monitor scale scores in June and November for Writing & Numeracy</p>	<ul style="list-style-type: none"> • 8 Teacher Relief Scheme (TRS) @ \$431 per day to replace leadership team or other expert staff to model, coach and implement the strategies listed = \$3448 • (School Funded) • TOTAL: Taken out of Full Time Equivalent (FTE)
Human Resources	Continue to facilitate and liaise with Kindy with the Transition Program	Provide teacher from FTE allocation to Transition Program in term 4 and to network with Kindergarten / Guidance Officer / Speech Language Pathologist (SLP) staff.	<ul style="list-style-type: none"> • FTE Allocation – 1 hour per week term four • \$890.08 • TOTAL: Taken out of FTE
PD	Back to Front Maths Webinars	4-8 staff (including Teacher Aides) to access 20 online recorded webinars to improve teacher deep understanding of mathematical concepts and improved pedagogy	<ul style="list-style-type: none"> • \$500.00 P/A • PD – All Staff • TOTAL: \$1000.00
Human Resources	<ul style="list-style-type: none"> • Employ TRS replacement. • Teachers to carry out Early Start testing, analyse and use the data in 2018 to use with students in 2019 and to use as a starting point in 2020 	Staff offline to carry out Early Start testing 1 day at the beginning of year and 4 days at the end of year	<ul style="list-style-type: none"> • 5 x TRS @ \$445.04 / day 2019 • \$2225.20 • TOTAL: \$2225.20

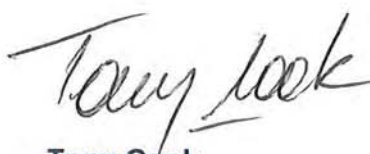
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Human Resources	Purchase 2 extra days per term speech language pathologist SLP.	Employ Hannah McCullagh SLP to support individual student planning and to track whole school targeted programs.	<ul style="list-style-type: none"> • \$445.04 per day X 8 • \$3560.32 • TOTAL: \$3560.32
Human Resources	<ul style="list-style-type: none"> • Employ TRS 2 Days end of year 	TRS x 2 - End of Term 4 - Analyse the school data and prepare implementation strategies ready for the next year	<ul style="list-style-type: none"> • TRS x 2 for end of T 4 • TOTAL: \$890.08
Total Investing for Success (IAS)	<ul style="list-style-type: none"> • \$ 34617.00 		I4S Budget = \$34617 Total Spend = \$37545.68 School to add = \$2928.68



Rob Nowlan
Principal
Injune P-10 State School.



Tony Cook
Director-General
Department of Education

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