

Investing for Success

Under this agreement for 2019 Waterford State School will receive

\$314,651*

This funding will be used to

Short-term outcome measures

- Student Learning progression using, [P-10 Literacy continuum](#), and [Early Start](#)
- Data analysis from miscue analyses/running records, from Fountas and Pinnell
- School Attendance Data
- 100 % students successfully transitioning to mainstream settings.

Medium to long-term outcome measures

- Report card LOA data, NAPLAN data, Closing the Gap data
- Increase the percentage of Prep -Year-2 students achieving a 'C' standard or above in English from 54% in (2018) to 75% in (2019)
- Increase the percentage of Year 3-6 students achieving a 'C' standard or above in English from 73% (2018) to 80% (2019)
- Close the gap between the percentage of Indigenous and non-Indigenous students receiving a C or better in English by the end of Year 2 from 22% (2018) to 10% (2019)
- Every student with an Individual Curriculum Plan will achieve a 'C' standard or better against the relevant year-level achievement standard

Our initiatives include

- 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
- 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
- Provide education for parents of pre-Prep students to support the development of oral language and early literacy and numeracy skills at home
- Develop a plan for monitoring early phase literacy and numeracy, including the schedule of Early Start assessments, opportunities for professional conversations regarding student progress and strategies for intervention.
- Early years Coach to work with DP and HOC to roll out Age Appropriate Pedagogies
- Build teacher capability in gathering and using evidence to determine the different year-level curriculum some students require and to develop and successfully implement challenging but achievable Individual Curriculum Plans
 - Sharratt, L and Fullan, M 2012 *Putting FACES on the data: What great leaders do!* Corwin, Thousand Oaks, CA.
 - Sharratt, L, 2018 *Clarity* Corwin, Thousand Oaks, CA
 - Archer, AL and Hughes, CA 2011 *Explicit instruction: Effective and Efficient Teaching* Guildford Press, NY.

Our school will improve student outcomes by

- Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning
- Engage the services of an experienced teacher/s or provide TRS to release a teacher to develop programs/materials to use in working with specific students on particular learning goals and to provide professional development to staff in gradually shifting responsibility to students, monitoring techniques and extending students' thinking

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- Provide TRS to enable teams of teachers/leaders to engage in collaborative data inquiry, action learning, classroom visits and professional conversations
- Allocate TRS to support year level moderation and cross-year moderation working groups, twice a term, in week 2 and week

Engage an experienced teacher to provide release time for year level collaborative team meeting time facilitating collaborative data enquiry, action learning and professional conversations.	\$80000
Engaging a reading specialist to implement Levelled Literacy Intervention and model best practice in modelled, shared and guided reading to develop staff knowledge and skills in implementing the Australian Curriculum.	\$80000
Coach Global – Organisational Communication Behaviour: Skill staff to communicate professionally, positively and productively; avoid and resolve conflicts – and shrink negative communication behaviours in teams that have a direct and costly impact on performance.	\$15000
Purchase a range of needs appropriate resources to support learner access to the curriculum.	\$4651
Engage a School Attendance Officer to work with the school community (students, teachers, parents, elders and external organisations) to increase student attendance and engage parents in their students' learning and to coordinate the 95% Awesome Attendance at Waterford Program.	\$50000
Reading resources to motivate and engage students, build teacher capability to explicitly teach reading, support guided reading at instructional levels.	\$55000
Additional support in classrooms for students working on ICP's	\$10000
Early Years Coach funded across 3 schools	\$20000

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Principal
Waterford State School

Tony Cook

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Department of Education

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