

# Investing for Success

Under this agreement for 2018  
Taranganba State School will receive

**\$255 032\***

This funding will be used to

Target	Measures																																																
<p>1. Increase the % of students achieving in the Upper 2 bands in NAPLAN in all areas.</p>	<ul style="list-style-type: none"> <li>Baseline/endpoint: Upper 2 Band data</li> </ul> <table border="1"> <thead> <tr> <th>Area</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Yr 3 Reading</td> <td>39.83% N 51.5%</td> <td>45%</td> <td>50%</td> </tr> <tr> <td>Yr 3 Writing</td> <td>38.5% N 44.7%</td> <td>42%</td> <td>45%</td> </tr> <tr> <td>Yr 3 Spelling</td> <td>45.9% N 45.5%</td> <td>48%</td> <td>50%</td> </tr> <tr> <td>Yr 3 G &amp; P</td> <td>65.9% N 55.7%</td> <td colspan="2">Maintain 65%</td> </tr> <tr> <td>Yr 3 Numeracy</td> <td>27.9% N 39.6%</td> <td>35%</td> <td>40%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Area</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Yr 5 Reading</td> <td>27.8% N 36.9%</td> <td>32%</td> <td>36%</td> </tr> <tr> <td>Yr 5 Writing</td> <td>6.6% N 15.9%</td> <td>10%</td> <td>15%</td> </tr> <tr> <td>Yr 5 Spelling</td> <td>17% N 34.2%</td> <td>22%</td> <td>27%</td> </tr> <tr> <td>Yr 5 G &amp; P</td> <td>33% N 34.3%</td> <td>38%</td> <td>43%</td> </tr> <tr> <td>Yr 5 Numeracy</td> <td>16.7% N 27.8%</td> <td>22%</td> <td>27%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Comparison: <ul style="list-style-type: none"> <li>Comparable % of U2B to the Nation in 2019.</li> </ul> </li> <li>Monitoring: <ul style="list-style-type: none"> <li>A – E data – 45% of students achieving a A or B in English, Maths and Science.</li> </ul> </li> </ul>	Area	2017	2018	2019	Yr 3 Reading	39.83% N 51.5%	45%	50%	Yr 3 Writing	38.5% N 44.7%	42%	45%	Yr 3 Spelling	45.9% N 45.5%	48%	50%	Yr 3 G & P	65.9% N 55.7%	Maintain 65%		Yr 3 Numeracy	27.9% N 39.6%	35%	40%	Area	2017	2018	2019	Yr 5 Reading	27.8% N 36.9%	32%	36%	Yr 5 Writing	6.6% N 15.9%	10%	15%	Yr 5 Spelling	17% N 34.2%	22%	27%	Yr 5 G & P	33% N 34.3%	38%	43%	Yr 5 Numeracy	16.7% N 27.8%	22%	27%
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<p>2. Increase the % of students achieving C or above in Prep in English.</p>	<ul style="list-style-type: none"> <li>Baseline/endpoint: <ul style="list-style-type: none"> <li>English A – E, Sem 1 &amp; 2 2018 – 85% of students achieving a C or above.</li> </ul> </li> <li>Comparison: <ul style="list-style-type: none"> <li>English A – E, Sem 1 &amp; 2 2017 to Sem 1 &amp; 2 2018 – 85% of students achieving a C or above</li> <li>Norm-referenced diagnostic assessments PAT R Sem 2 2017 to Sem 2 2018.</li> </ul> </li> <li>Monitoring: <ul style="list-style-type: none"> <li>Staff feedback on relevance and impact of professional learning</li> <li>Oral language diagnostic assessments – OLLEY, PMAP, POND</li> <li>Student work samples.</li> <li>Reading Benchmark data – Fountas and Purnell</li> </ul> </li> </ul>																																																

\* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.

# Investing for Success

## Our initiatives include

Initiative	Evidence-base
1. Develop a whole school approach to teaching reading to support the extending of higher performing students 2. Revisit, refine or revise the school pedagogical framework and embed it as the shared language of teaching and learning	<ul style="list-style-type: none"> <li>Fullan, M &amp; Sharratt, L 2012, <i>Putting Faces on the Data: What Great Leaders Do!</i>, Corwin, California, USA.</li> <li>Fisher, D. Frey, N. &amp; Hattie, J. 2016, <i>Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning</i>. Corwin, California, USA.</li> </ul>
3. Professional learning communities to analyse student data, to share and evaluate strategies and their impact to improve student outcomes in early years in oral language and literacy. 4. Develop a network of local early childhood centres and kindergartens to enhance knowledge of on-entry to Prep expectations and a focus on oral language experiences for all students. (Kindy Kabinet)	<ul style="list-style-type: none"> <li>Fullan, M &amp; Sharratt, L 2012, <i>Putting Faces on the Data: What Great Leaders Do!</i>, Corwin, California, USA.</li> <li>DuFour, R and DuFour, R 2012, <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria.</li> <li>Bayetto, A. Oral Language 1 - Australian Primary Principals Association <a href="https://www.appa.asn.au/wp-content/uploads/2015/08/Oral-Language-article.pdf">https://www.appa.asn.au/wp-content/uploads/2015/08/Oral-Language-article.pdf</a></li> </ul>

## Our school will improve student outcomes by

1

Actions	Costs
<ul style="list-style-type: none"> <li>develop and implement a whole school approach to extending higher achieving readers through 'Taranganba Way of Reading'</li> </ul>	0.8 FTE Curriculum and Pedagogy Leader – Literacy
<ul style="list-style-type: none"> <li>embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning</li> </ul>	0.8 FTE Curriculum and Pedagogy Leader – Literacy
<ul style="list-style-type: none"> <li>Engage Teacher aides to support the Guided Reading program to enable differentiation of reading and focus on oral language.</li> </ul>	\$230 000
<ul style="list-style-type: none"> <li>Develop a culture of growth mindset through building teacher knowledge and resourcing</li> </ul>	\$5000

# Investing for Success

2

Actions	Costs
Provide targeted professional learning in co-constructed collaborative processes of the teaching of oral language in Prep by a Speech Therapist	\$16 840
Develop or adapt an oral language program for use in Prep and Year 1	\$3192

**Katrina Jones**  
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Tarananba State School

**Tracy Callinan**  
School Council Chair  
Tarananba State School