

Investing for Success

Under this agreement for 2017

Dalby State School will receive

\$246,540*

This funding will be used to

- Increase the percentage of students at or above the NAPLAN National Minimum Standard from 93% in 2016 in Year 3 reading to 96% in 2017.
- Increase the percentage of students at or above the NAPLAN National Minimum Standard from 92% in 2016 in Year 5 reading to 95% in 2017.
- Increase the percentage of students receiving a "C" standard or above in English from 75% in 2016 to 80% in 2017
- Increase the percentage of Year 3 students in the U2B in reading from 25% to 27%.
- Increase the percentage of Year 5 students in the U2B in reading from 28% to 30%.
- Increase the percentage of Year 3 students in the U2B in Numeracy from 20% to 23%.
- Increase the percentage of Year 5 students in the U2B in Numeracy from 27% to 30%.
- Improve teacher capabilities, including Pedagogical practice, data analysis, through professional development and focused feedback to achieve improved student outcomes.
- Increase the percentage of Prep students able to read and comprehend short, predictable texts and compose and record short, meaningful sentences from 70% to 75%.

Our initiatives include

- Increase teacher's repertoire of effective strategies for teaching reading, specifically in comprehension
- Develop collaborative data inquiry processes to build teacher's ability to interpret data, identify and scale up effective teaching practices and differentiate effectively in the classroom. Enable teachers to effectively triangulate data and focus on A-E and NAPLAN data
- Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and reflective practice/action learning, enhancing coaching and mentoring programs from Prep – Year 6
- Prepare Upper 2 band students to excel in literacy and numeracy
- Monitoring attendance, behaviour, and enrolment data at a Strategic level, every day, to ensure NMS targets are achieved
- Create Professional Learning Communities across cohorts and phases to improve attendance, behaviour and reading from Prep – Year 6
- Provide education for parents of pre-Prep to Year 6, to support the development of oral language and early literacy and numeracy skills at home
- 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 and Year 1
- Better prepare and support teachers and teacher aides to consolidate student learning in numeracy and literacy (including oral language and metalinguistic)
- Create opportunities for students in the middle phase of learning to access our ICT/STEM program

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

Investing for Success

Our school will improve student outcomes by

<ul style="list-style-type: none"> Employing a speech language pathologist (0.4 FTE) to develop structured oral language programs for Prep – Year 1. SLP to train teachers, teach parents to support students' progress in literacy. SLP to continue working with our LIFT -off students, part of our pre-prep transition program. 	47,000
<ul style="list-style-type: none"> Implementing a "Reading intervention program" such as <i>Read-it-Again</i> to Year 1 students. 	6,000
<ul style="list-style-type: none"> Developing, resourcing and implementing a professional development program to support teachers in data gathering, collation, and analysis 	25,000
<ul style="list-style-type: none"> Strengthening the support for students, by employing a teacher to enhance differentiation programs from Prep – Year 6 	42,557
<ul style="list-style-type: none"> Creating an enrolment and attendance officer (A02) working collaboratively with the principal and teaching staff to track attendance, enrolment and well-being of students 	30,000
<ul style="list-style-type: none"> Undertaking parent and community education sessions around the importance of attendance and home reading and numeracy, leading to the development of mutual agreement between the school and community 	5,000
<ul style="list-style-type: none"> Procuring of ICT and/or programs to enhance literacy and numeracy development in the area of comprehension Increasing ICT resourcing in the middle phase of learning to enable students to access our STEM Program, NAPLAN On-line Provide professional development for teachers and school leaders to increase capability to initiate and implement innovative practices 	28,700
<ul style="list-style-type: none"> Providing support to Upper 2 band students in literacy and numeracy by accessing IMPACT online 	15,000
<ul style="list-style-type: none"> Provide TRS to enable triads of teachers/leaders to engage in collaborative data inquiry, action learning, classroom visits and professional conversations 	7,220
<ul style="list-style-type: none"> Continuing with the work already implemented in the establishment of an Early learning Centre which delivers playgroup (LIFT) and Prep transition program (LIFT OFF), however, establishing a family and community building program around early childhood 	2,000
<ul style="list-style-type: none"> Engaging the service of external providers to assist in the implementation of a consistent approach towards formative and summative assessment in the early phase of learning Upskill teachers in the use of OneSchool so that all teachers are using the developmental mark books, Individual Curriculum Plan, differentiation placements and dashboard functionality 	26,063
<ul style="list-style-type: none"> Continuing to develop the capacity of strategic leaders by enhancing coaching and mentoring programs to support every teacher in the classroom 	10,000
<ul style="list-style-type: none"> Purchasing resources to sustain the implementation of Positive Behaviour for Learning at Dalby State School 	2,000



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