

# Investing for Success

**Under this agreement for 2022  
Dalby State School will receive**

**\$298,572\***

## This funding will be used to

By the end of **2022**:

- Increase the percentage of Prep students able to read and comprehend short, texts and compose and record short, meaningful sentences from *68% in 2021 to 74%*.
- *87% of students from Prep – Year 6 will receive a “C” or above in English*
- *40% of U2B students will receive a “B and above” for English.*
- Increase the percentage of *Year 3 students in the U2B in reading from 34% to 38%.*
- Increase the percentage of *Year 5 students in the U2B in reading from 26% to 30%.*
- Increase the percentage of students at or above the NAPLAN National Minimum Standard from *89% in 2021 in Year 3 reading to 90%.*
- Increase the percentage of students at or above the NAPLAN National Minimum Standard from *86.4% in 2021 in Year 5 reading to 90%.*
- *89% of students from Prep- Year 6 will receive a “C” or above in Maths*
- *40% of U2B students will receive a “B and above” for Maths.*
- *89% of students from Prep- Year 6 will receive a “C” or above in Maths*
- *40% of U2B students will receive a “B and above” for Maths.*
- Increase the percentage of *Year 3 students in the U2B in Numeracy from 17.8% to 20%.*
- Increase the percentage of *Year 5 students in the U2B in Numeracy from 8.8 to 20%.*
- Increase the percentage of students at or above the NAPLAN National Minimum Standard from *86.3% in 2021 in Year 3 Numeracy to 90%.*
- Increase the percentage of students at or above the NAPLAN National Minimum Standard from *86.3% in 2021 in Year 5 Numeracy to 90%.*
- *Students in Prep – Year 6 will achieve a behaviour target of 95% of “C and above”.*
- *Students in Prep – Year 6 will achieve an effort target of 98% “C and above”*
- By August 2022, staff morale will raise from *60% (2021) to 87% (2022).*
- Attendance will remain at *94%*

## Our initiatives include

- Build teacher capability to interpret data to differentiate their planning and teaching of Mathematics and English including Literacy & Numeracy across all learning areas.
- Further develop teacher skills in analysing Early Start/PAT M & PAT R to improve student literacy and numeracy skills.
- Embed the culture, processes and protocols of classroom observation and feedback to support professional development.
- Support teachers and teacher aides in the implementation of phonological awareness, supported by speech language pathologist and external sources.



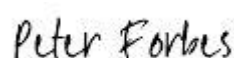
- Further develop Explicit Instruction to support planning and teaching of Literacy and Numeracy concepts evident in the Australian Curriculum.
- Continue to develop an understanding of both the Literacy and Numeracy Continuum to implement strategies to enhance student outcomes.
- Further embed PBL -With the continued role of supporting the PBL coordinator and DPs to further strengthen Positive Behaviour of Learning Program.
- Strengthen the work of all staff in enhancing student wellbeing, engagement and attendance, including further enhancing community/early learning providers partnerships.
- Provide targeted professional development to deepen teacher understanding of Oral language development, Reading and Writing.

### Our school will improve student outcomes by

<ul style="list-style-type: none"> <li>• Employing a Speech Language Pathologist (0.4 FTE) to develop structured oral language programs for Prep – Year 6.</li> </ul>	25,758
<ul style="list-style-type: none"> <li>• Employ a DP (.5FTE) to support student wellbeing and behaviour and the Postive Behaviour for Learning coordinator.</li> </ul>	81,914
<ul style="list-style-type: none"> <li>• Continue to provide the role of Head of Department-Curriculum to deepen teachers understanding of the Australian Curriculum, through ongoing support in the implementation of this curriculum across the school and through targeted coaching.</li> </ul>	128,430
<ul style="list-style-type: none"> <li>• Continue with the establishment of an Early Learning Centre which delivers playgroup (LIFT) and a Prep transition program (LIFT OFF), as well as establish a strong relationship with other early learning providers.</li> </ul>	20,000
<ul style="list-style-type: none"> <li>• Continue the role of teacher aide librarian to support the implementation of the Australian Curriculum and the roll out of additional Learning Areas.</li> </ul>	42,470



**Mona Anau**  
Principal  
Dalby State School



**Peter Forbes**  
School Council Chair  
Dalby State School

