

Investing for Success

Under this agreement for 2017 Gordonvale State School will receive

\$316,110*

This funding will be used to

- Increase the percentage of 2016 Prep children achieving PM reading level 9 from 57% (2016) to 96% in Yr 1 (2017).
- Increase the percentage of 2016 Yr 1 children achieving PM19 from 55% to 85% by end 2017 (Yr 2).
- Increase the percentage of 2016 Yr 2 children achieving PM 25 from 45% in to 75% by end 2017 (Yr 3).
- Increase the percentage of 2016 Yr 2 students achieving a 'C' or above in English from 77% to 80% in Yr 3 (2017).
- Increase the percentage of 2016 Yr 2 students achieving a 'C' or above in Mathematics from 77% to 80% in Yr 3 (2017).
- Increase the percentage of 2016 Yr 4 students achieving a 'C' standard or above in Mathematics from 78% to 80% in Yr 5 (2017).
- Increase the percentage of Yr 3 children not on an individualised program, above reading NMS from 84% (2016) to 95% (2017).
- Increase the percentage of Yr 3 children not on an individualised program, above numeracy NMS from 80.5% (2016) to 91% (2017).
- Decrease the incidence of students who disrupt classroom learning from 0.9 incidents/students/year 2016 to 0.5 in 2017.
- Increase students attending in the 90-95% range from 22.7% in 2016 to 37% in 2017 and hold >95% attendance rates above 44%.

Our initiatives include

- 1. Improving individuals' learning outcomes by differentiating Numeracy and Literacy teaching.**
 - 1.1. Increasing teacher capability to plan using the Universal Design For Learning and deliver differentiated lessons.
 - 1.2. Delivering targeted oral language development for Prep students and speech language programs for identified students.
 - 1.3. Targeting reading and writing intervention to students in years 1 and 2 where achievement is 12 months behind their cohort.
- 2. Improving mathematics pedagogy.**
 - 2.1. Training teachers to use the FNQ Mathematics Assessment tool to identify skill gaps, then plan teaching to address student needs.
- 3. Improving Literacy and Numeracy data collection systems and analysis skills.**
 - 3.1. Supplementing prep teachers' capacity to gather learning data,
 - 3.2. Building 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
- 4. Developing the Mathematics and Science expertise of the teaching team.**
 - 4.1. Providing professional development to deepen teachers' understandings of the Australian Curriculum: mathematics learning area, Partner with QUT to deliver the Yumi Deadly Maths teaching

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

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model to embed indigenous perspectives in mathematics teaching to increase Aboriginal and Torres Strait Islander learners levels of engagement,

- 4.2. Providing professional development for teachers in understanding the language model that underpins the Australian Curriculum and how to apply this to identify individual learning needs in writing,
- 4.3. Providing professional development for year 5 and 6 teachers to embed indigenous perspectives in science teaching to increase Aboriginal and Torres Strait Islander learners levels of engagement.

5. Improving the culture that supports learning in literacy and numeracy lessons.

- 5.1. Developing partnerships with parents and caregivers that encourage their children's regular attendance,
- 5.2. Establishing options that ensure learning continues in classrooms when students are disruptive.

Our school will improve student outcomes by

Action 1.1 Training teachers to use a Universal Design for Learning planning system to develop curriculum units that cater for all students in their class.	\$40 400
Action 1.2 Delivering "OLLEY" Oral Language Learning Early Years for all prep students and POLLEY intervention for those identified at risk of not making literacy learning benchmarks.	\$10 850
Action 1.21 Increasing access to Speech Language Pathology services.	\$20 000
Action 1.22 Deliver speech / language programs to identified students	\$11 200
Action 1.3 Implementing Reading is Fun, Writing is Fun and Reach The Peak intervention programs.	\$67 200
Action 2.1 Funding the Master Teacher position to provide training for all teachers in the use of the FNQ Mathematics Assessment tool, data analysis and follow up planning for and teaching to skill gaps.	\$50 000
Action 3.1 Engaging an additional teacher fraction to increase capacity for student literacy and numeracy data collection in prep.	\$17 000
Action 3.2 Employing a Head of Curriculum, Student Services to lead staff and build the capacity of the school's Learning Support and Special Education Services team to develop and deliver individualised support plans for students.	\$22 500
Action 4.1 Partner with QUT to engage all teachers in the YUMI Deadly maths program	\$20 100
Action 4.2 Deliver the "How Language Works" course to teachers.	\$3 000
Action 4.3 Partner with CSIRO to engage year 5 and 6 teachers in the I2S2 science project	\$5 000
Action 5.1 Develop and implement a program that rewards families for ensuring regular attendance at school.	\$6 000
Action 5.2 Employ support staff to provide options for disruptive students that enable learning to continue in classes.	\$42 860

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Lloyd Perkins
Principal
Gordonvale State School

Dr Jim Watterston
Director-General
Department of Education and Training