

# Investing for Success

**Under this agreement for 2018  
Kedron State School will receive**

**\$133,000\***

## This funding will be used to:

### Student Focus:

- Improve student attainment through a focus on curriculum knowledge and pedagogical mastery as described in the ***Kedron State School Pedagogical Framework*** and supporting strategic documents.
- Support 100% of students to meet National Minimum Standards in Reading, Writing and Numeracy.
- Increase Year 3 and Year 5 student literacy and numeracy attainment in Upper Two Bands.
- Achieve Year 3 Reading 70% and above, Year 3 Writing 70% and above, Year 3 Numeracy 60% and above within 2 years.
- Achieve Year 5 Reading 60% and above, Year 5 Writing 40% and above, Year 5 Numeracy 60% and above within 2 years.

### Teacher Focus:

- Improve teacher capability through consistent implementation of a Pedagogical Framework.
- Support the development of expert teaching teams through Collaborative Coaching Model and Professional Learning Communities that encourage the development of expert teaching teams.

## Our initiatives include:

- continued implementation of a school pedagogical framework that foregrounds quality agreed expectations and consistency of practice and metalanguage
- delivery of professional development and coaching to deepen teachers' understanding of the Australian Curriculum Learning Areas and sharpen professional knowledge against the achievement standards and required learning
- implementation of whole school approaches to literacy and numeracy instruction underpinned by evidence-based assessment and monitoring principles to ensure differentiated instruction
- continued development of teachers' capability to design and deliver balanced literacy and numeracy programs that reflect the general capabilities of the Australian Curriculum at year level and instructionally matched junctures
- secure highly effective first teaching in accordance with the Kedron State School Pedagogical Framework; in particular the signature pedagogy of ***High Impact Teaching***
- strengthen the case management and professional data literacies through school-based professional learning and research underpinned by Sharratt and Fullan
- utilise student goal setting as articulated in the ***Kedron State School Individual Student Goal Setting Guidelines*** to ensure targeted and differentiated individual instruction



- provide high levels of differentiated support for students demonstrating above and below year level expectations
- continue Professional Learning Communities to promote research and evidence-based professional learning to strengthen expert teaching teams
- continue to ensure professional data literacy skills inform evidence-based decisions pertaining to the next steps in teaching and learning, promoting a culture of learning that demands accuracy of instructional levels and a commitment to future-focused student success.

### Our school will improve student outcomes by:

<ul style="list-style-type: none"> <li>• Engaging <i>Head of Teaching and Learning</i> to support students, professionals and para- professionals to achieve improved curriculum and teaching and learning outcomes</li> </ul>	<b>\$70 000</b>
<ul style="list-style-type: none"> <li>• Securing additional allocation of personnel to support differentiation, at targeted junctures of learning, focused on individual learning needs</li> </ul>	<b>\$23 000</b>
<ul style="list-style-type: none"> <li>• Creating and delivering professional learning opportunities to support staff in their implementation of high yield instructional strategies</li> </ul>	<b>\$20 000</b>
<ul style="list-style-type: none"> <li>• Providing support staff to work with identified student groups in literacy to ensure an individualised approach to meeting diverse student needs in both intervention and extension requisites</li> </ul>	<b>\$20 000</b>

### References:

Bruce, J and Showers, B, 2002, *Designing Training and Peer Coaching: Our needs for Learning*, National College of School leadership, United States of America

Fisher, D, Frey N and Hattie, J, 2016 *Visible Learning for Literacy – Implementing the Practices That Work Best to Accelerate Student Learning*

Fullan, M and Sharratt, L, 2012 *Putting Faces on the Data – What Great leaders Do*, Corwin. United States of America, Corwin Publications, Australia

Timperley H, 2011, *Realising the Power of Professional Learning*, Open University Press, England



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