

# Investing for Success

**Under this agreement for 2017  
Kedron State School will receive**

**\$145,590\***

## This funding will be used to

### *Student Focus:*

- Increase the rigour and quality of whole school curriculum delivery with a narrow and sharp focus on literacy and numeracy acquisition.
- Support 100% of students to meet National Minimum Standards in Reading, Writing and Number.
- Increase Year 3 and Year 5 student literacy and numeracy attainment in Upper 2 bands –
- Year 3 Reading 70% and above, Year 3 Writing 70% and above, Year 3 Numeracy 50% and above within 2 years
- Year 5 Reading 50% and above, Year 5 Writing 40% and above, Year 5 Numeracy 50% and above within 2 years

### *Teacher Focus:*

- Improve teacher capability through the implementation of an evidenced based Pedagogical Framework.
- Support the development of expert teaching teams through coaching and Professional Learning Communities.

## 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.
- Develop a whole school approach to literacy and numeracy instruction underpinned by evidence based assessment and monitoring principles to ensure differentiated instruction.
- Continue to develop 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.
- Strengthen the case management approach 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 promote professional data literacy skills to 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.

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## Our school will improve student outcomes by

<ul style="list-style-type: none"> <li>Engaging Head of <i>Teaching and Learning</i> to support students, professionals and para professionals to achieve improved curriculum and teaching and learning outcomes.</li> </ul>	<b>\$75,590</b>
<ul style="list-style-type: none"> <li>Securing additional allocation of personnel to support student well being, engagement and learning</li> </ul>	<b>\$20,000</b>
<ul style="list-style-type: none"> <li>Creating and delivering professional learning to support staff in their implementation of high yield instructional strategies</li> </ul>	<b>\$25,000</b>
<ul style="list-style-type: none"> <li>Providing support staff to work with identified student groups in literacy and numeracy to ensure an individualised approach to meeting diverse student needs in both intervention and extension requisites</li> </ul>	<b>\$25,000</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
- Fullan, M and Starratt, L, 2012 *Putting Faces on the Data – What Great leaders Do*, Corwin. United States of America
- Timperley H, 2011, *Realising the Power of Professional Learning*, Open University Press, England



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