

Investing for Success

Under this agreement for 2018
Torquay State School will receive

\$300,162*

This funding will be used to

| Target | Measures | | | | | | | | | |
|---|----------|--------|--------|---------|-----|-----|----------|-----|-----|---|
| <p>Improve the academic performance for students in Reading, Writing, Spelling and Mathematics</p> <p>Student achievement</p> <ul style="list-style-type: none"> 77% C or better in English, Mathematics and Science 80% or more students reaching or exceeding the end of year school reading targets <p>Consistency in A-E reporting compared to achievement in NAPLAN</p> <p>Percentage of students achieving in the Upper Two Bands (U2B) in NAPLAN</p> <table border="1"> <thead> <tr> <th>U2B</th> <th>Year 3</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>30%</td> </tr> </tbody> </table> | U2B | Year 3 | Year 5 | Reading | 40% | 40% | Numeracy | 35% | 30% | <ul style="list-style-type: none"> Compare second semester A-E data 2017 to 2018 for English, Mathematics and Science Monitor progress using: <ul style="list-style-type: none"> Early start data Reading wall data Words their way data Writing samples Numeracy diagnostics Compare and analyse NAPLAN data Monitor involvement in home reading program Monitor and track student attendance and performance |
| U2B | Year 3 | Year 5 | | | | | | | | |
| Reading | 40% | 40% | | | | | | | | |
| Numeracy | 35% | 30% | | | | | | | | |

Our initiatives include

| Initiative | Evidence Base |
|---|--|
| <p>Professional learning communities engaging with in-house and North Coast Regional expertise to improve teacher pedagogy in numeracy</p> | <ul style="list-style-type: none"> Boaler, J., Chen, L., Williams, C. & Cordero, M. (2016). Seeing as Understanding: The Importance of Visual Mathematics for our Brain and Learning DuFour, R and DuFour, R 2012, The School Leader's Guide to Professional Learning Communities at Work, Hawker Brownlow Education, Victoria |
| <p>Curriculum leaders and coaches support teaching staff to co-design and effectively teach and assess units of work incorporating:</p> <ul style="list-style-type: none"> Pre- and post-moderation processes data analysis curriculum interpretation and differentiation embedding ICTs <p>Modelling, support, observation and feedback</p> | <ul style="list-style-type: none"> Hattie, J, Visible Learning for Teachers, Maximizing Impact on Learning 2009 Sharratt, L, & Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, USA Marzano, R.J., Simms, A., Coaching Classroom Instruction. 2012 Hawker Brownlow Education |



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| processes will be prevalent | |
| Increase student use of digital resources by embedding use within the everyday curriculum and classroom activity. Improve teacher capability with ICTs and STEM thinking | <ul style="list-style-type: none"> Bybee, R. W 2013, The Case for STEM Education: Challenges and Opportunities, NSTA Press, USA |

Our school will improve student outcomes by

| | Action | Cost |
|---|---|--|
| 1 | Professional learning communities engage with in-house and NCR to improve teacher pedagogy in numeracy | \$40 000 TRS, PD and ongoing school resourcing and support |
| 2 | Curriculum leaders and coaches support teaching staff to implement units of work through modelling, co-teaching, observation and feedback processes | \$200 000 Employment of coaching team |
| 3 | Digital technologies will be enhanced increasing student access to and use of resources. Teacher capability will be built through targeted professional learning activities | \$40 000 ICT purchases and upgrades |
| 4 | Staff will be encouraged to think creatively and to compete for innovation grants to improve student outcomes | \$8 162 seed funding for innovation |
| 5 | Administration team will be supported to track and improve student attendance and to align school based resources | \$5 000 |
| 6 | Release time for teachers will be allocated to support professional learning | \$7 000 CCT |



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