

Investing for Success

Under this agreement for 2017 New Farm State School will receive

\$144,532*

This funding will be used to

- Maintain the percentage of students meeting the national minimum standard in Yr 3 Writing, Reading, Grammar & Punctuation, and Numeracy at 100%, improve Yr 3 Spelling from 96.6% to 100%; maintain national minimum standard in Yr 5 in Grammar & Punctuation, Spelling, Writing and Numeracy at 100%, improve Yr 5 Reading from 98% to 100%.
- Increase the number of students in the NAPLAN upper two bands in Yr 3 Reading from 65.5% to 70% and Yr 3 writing from 51.7% to 65%.
- Increase the number of students in the NAPLAN upper two bands in Yr 5 Reading from 47.1% to 60% and Yr 5 writing from 31.4% to 44%.
- Develop a support plan for students who do not reach NMS in areas of literacy and numeracy.
- Improve teacher capability through focused coaching and professional development to improve student performance.

Our initiatives include

- Embed a whole school approach to teaching literacy to support the teaching of reading across all year levels.
- Revisit and refine the school pedagogical framework and embed it with the shared language of teaching and learning.
- Develop teachers' capability to design and deliver age-appropriate highly individualised curriculum plans to students using the general capabilities of the Australian Curriculum.
- Provide focussed and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards.
- Review student performance data analysing 'growth and achievement' through data collection cycles which are aligned with intervention and enrichment programs.
- Provide opportunities for teachers to engage in moderation of student assessment tasks and review the achievement standards A-E for consistency and improvement.
- Implement intervention and targeted strategies to address needs as determined by regular data analysis and target setting.
- Embed our whole school 'Developing Performance' Model which focusses on learning walks, supervisor formal visits and feedback and instructional coaching in reading for all staff.

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Our school will improve student outcomes by

<ul style="list-style-type: none"> • Embedding our performance and development model focussed on building the capacity of staff, specifically within a coaching framework, which uses feedback and reflection for on-going improvement. • Engaging specialist educators in coaching roles which focus on data analysis, early intervention, targeted teaching, observation and feedback for reflective practice, peer teaching observation and improved practice. 	55 000
<ul style="list-style-type: none"> • Engaging support staff in specific literacy and numeracy programs of support with individuals and small groups. 	69 000
<ul style="list-style-type: none"> • Provide TRS for teacher release for reflection sessions with coaches, opportunities for professional learning among year level teachers and data review and case management of students. 	6 000
<ul style="list-style-type: none"> • Provide support for staff to engage in professional development of Writing 'How Language Works' facilitator training, and SWD modules (eg Autistic Spectrum Disorder, Dyslexia, and significant learning difficulties, motor coordination, hearing loss, speech and language communication needs) 	14 532



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