

Investing for Success

Under this agreement for 2019
Petrie State School will receive

\$227,985*

This funding will be used to

- Improve teacher capability through focused coaching and professional development to improve student performance through understanding, engagement and implementation of the Australian Curriculum using Pre and Post Moderation, Age Appropriate Pedagogies (AAP) and Achievement Standards.
- Build teacher confidence to use a range and balance of research-based pedagogies to deliver the curriculum to students to ensure that 'every child is succeeding'.
- Provide additional resources to support curriculum development and practice within the classroom to ensure enhanced understanding of the Australian Curriculum using Pre and Post Moderation, AAP and Achievement Standards.
- Enhance the Petrie State School Prep – Year 3 Intervention program with additional human and physical resources to deliberately and strategically target and support students to reach the National Minimum Standards (NMS) for NAPLAN and A-E targets.
- Develop and implement individual support provision/individual curriculum plans for students who are identified through data analysis – above and below targets.
- Continue to ensure every student is succeeding through building and maintaining an inclusive school culture.
- Continue to increase participation of local kindergarten providers in our transition to Prep program to ensure students are school ready.

A-E DATA

- Lift the number of students receiving A-C by 25%.

Our initiatives include

- Collaboratively work with Head of Curriculum (HOC) and Inclusion Support Hub (ISH) teachers through the use of the gradual release model focusing on reading and comprehension strategies. This will ensure consistency of planning, teaching and learning and ongoing professional development and feedback for teachers, teacher aides and parents/carers in support strategies.
- Collaboratively work with the HOC and Principal Advisor Teaching & Learning (PATL) through the use of the gradual release model focusing on number and teaching Mathematics within a context, representation, reflection and further extension. This will ensure consistency of planning, teaching and learning and ongoing professional development for teachers, teacher aides and parents/carers in support strategies.
- Collaboratively work with the HOC, cohort teachers and ISH Teachers to enhance curriculum differentiation and strategies for all students (including NMS and Upper Two Bands(U2B) in literacy and numeracy, students with disability, students with English as an Additional Language or Dialect (EAL/D), Indigenous, A & E) and provide feedback on programs developed.
- Engage in Pre and Post Moderation process and develop understanding of Australian Curriculum to inform teaching, learning and assessment for all students.
- Enact a clear plan and action team to drive Age Appropriate Pedagogies within the Early Years team and shared pedagogies beyond the Early Years for 2019.
- Ensure reliable, valid and consistent data across the early years to track student progress and target areas of strength and need for individuals, small groups, the whole class and whole year levels
- Enable data based conversations on student progress through the monitoring of data across year levels through the year level Professional Learning Teams (PLT) and Individual Support Provision (ISP) collaboration with ISH Teachers.
- Analyse Early Start data and Literacy Continuum to inform teaching and planning and align with curriculum. Identify students for intensive support and engage programming.

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



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- Identify and develop ISP to support students who are significantly advanced and at an A level and also students who are significantly below and yet to reach NMS, A & E data including individual learning goals and targets.
- Identify and develop individual curriculum plans (ICP) to support students who are working significantly below or above the NMS, E data and have significant evidence of a requirement of an alternate curriculum to be presented including individual learning goals and targets.
- Embed a school culture of inclusion of all students.
- Embed a culture of classroom observation and feedback for teachers through the gradual release model.
- Embed a culture of feedback and celebration for students who reach and exceed targets.
- Provide and embed consistent, regular and timely feedback to parents/carers in the strategies used to support their child and the strategies that can followed up and used at home to enhance the school support.
- Provide a comprehensive transition program focusing on school readiness, fine and gross motor, Numeracy and Literacy skills.

Our school will improve student outcomes by

<ul style="list-style-type: none"> • Develop a clear, consistent understanding and implementation of the Australian Curriculum using Age-Appropriate Pedagogies and Achievement Standards through the pre-moderation process. • Build teacher capability in explicit teaching practices by offering a range of coaching and professional development opportunities – Reading, Comprehension, Numeracy, Australian Curriculum, Age-Appropriate Pedagogies – TRS and PD. 	\$ 37,000
<ul style="list-style-type: none"> • Purchase additional teacher aides to engage in focused Reading, Comprehension and Numeracy concepts. This focus and students identified are determined through specific data analysis and collaborative consultation. 	\$ 135,000
<ul style="list-style-type: none"> • Purchase additional resources including human resources to allow for differentiated curriculum delivery based on specific data analysis and collaborative consultation with cohort teaching teams. • Purchase additional resources to develop collaborative partnerships with families to strengthen our transition programs. • Purchase additional resources with an ICT focus to support literacy and numeracy development. 	\$ 55,985
TOTAL	\$ 227, 985.00



Angelique Kropp
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Petrie State School



Tony Cook
Director-General
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