Investing for Success

Under this agreement for 2016
Kentville State School will receive

This funding will be used to

Achieve the following measurable targets for improved student outcomes:

- 50 to 75% of students in year three will be at or above NMS in all of the domains in NAPLAN.
- 100% of students in year five will be at or above NMS in all of the domains in NAPLAN.
- 100% of students in years four and six will be prepared for NAPLAN 2017.
- 75% of students will reach the regional benchmarks in literacy and numeracy.
- Maintain the regional expectation for attendance e.g. 93% average across the year.
- 90% of indigenous students will be at or above the regional expectation for attendance.
- 90% of indigenous students will be at or above the regional benchmarks in literacy and numeracy.

Employ experienced staff (teachers, speech pathologist etc.) to develop and implement intervention programs based on student data. Moreover, to continuously measure the progress of each student based on formative and summative assessments. Facilitate regular meetings with classroom teachers in order to inform their daily programs and practice.

Purchase teaching resources that aim to support and extend students in literacy and numeracy.

Attend professional development in:

- Improving students’ literacy and numeracy levels;
- The promotion of positive behaviour in the classroom;
- Data analysis;
- Oral language for the early years;
- One School.

* Funding amount estimated on 2015 data. Actual funding will be determined after 2016 enrolment data are finalised.
Our initiatives include

- Provide professional development and coaching to deepen teachers’ understandings of the Australian Curriculum.
- Build teacher capability to use technology to differentiate and improve learning.
- Develop a whole school approach to teaching literacy to support the teaching of literacy across all learning areas.
- Revisit, refine or revise the school pedagogical framework and embed it as 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 focused and intensive teaching targeted at ‘C’ students in order to improve the quality of their demonstrations of learning against the relevant year-level achievement standard.
- Provide education for parents of pre-Prep students to support the development of oral language and early literacy and numeracy skills at home.
- Develop a plan for monitoring early phase literacy and numeracy, including the schedule of Early Start assessments, opportunities for professional conversations regarding student progress and strategies for intervention.
- Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards.
- Provide support for students demonstrating high levels of achievement.

Our school will improve student outcomes by

- Upskill teachers in the use of One School so that all teachers are using the Individual Curriculum Plans, differentiation placemat, and dashboard functionality.
- Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning.
- Use Early Start materials across Prep to Year 2 to inform teaching, learning and resourcing, and to track progress.
- Utilise an oral language program (OLEY) for use in Prep and Year 1.
- Employ a speech language pathologist (0.1 FTE in semester one) to assess all Prep students and teacher-referred students in Years 1 and 2, develop structured oral language programs for implementation by teacher aides, train teacher aides and parents and monitor student progress.
- Purchase assistive technology to support and enhance student learning in special education settings.
- Engage the services of an experienced teacher/s or provide TRS to release a teacher to develop programs/materials to use in working with specific students on particular learning goals and to provide professional development to staff in gradually shifting responsibility to students, monitoring techniques and extending students' thinking.

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- Provide TRS to enable teachers to engage in collaborative data inquiry, action learning, classroom visits and professional conversations.
- Develop, resource and implement a professional development and coaching program to support teachers in data gathering, collation, analysis and use.

The associated costs are as follows:

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Aides and resources</td>
<td>$7160</td>
</tr>
<tr>
<td>Experienced Teacher</td>
<td>$8500</td>
</tr>
<tr>
<td>Speech Language Pathologist</td>
<td>$4740</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$20,400</strong></td>
</tr>
</tbody>
</table>

Denny Taylor  
Principal  
Kentville State School

Dr Jim Watterston  
Director-General  
Department of Education and Training

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