

Investing for Success

Under this agreement for 2017
Tewantin State School will receive

\$316,547*

Our school improvement priorities and objectives are to

EIA Priority 1: Numeracy/Mathematics; Objective 1: Improve student achievement of year 1 - 6 students in Mathematics through building in staff, increased knowledge and understanding of the Australian Curriculum: Mathematics, and creating high-quality, consistent practices and shared beliefs in the effective teaching of Mathematics.

Evidence-Base: *Research:* [Teaching Mathematics: Using research-informed strategies](#) (Sullivan); [Targeted teaching - Grattan Institute](#); [Mindset Revolution](#) (Boaler) *Data:* Levels of Achievement (LOA), NAPLAN – National Minimum Standard (NMS), Upper 2 Bands (U2B), Student Relative Gain; *School-based evidence:* NAH cluster Principals commitment to consistent, collaborative practices to improve student outcomes.

EIA Priority 2: Reading; Objective 2: Improve student achievement of Year 1 - 6 students in Reading, through continuing to implement the whole school Reading program and differentiating for additional learning needs.

Evidence-Base: *Data:* LOA, NAPLAN – NMS, U2B, Student Relative Gain; diagnostic testing data; *School-based evidence:* teacher feedback, observations and walk-throughs.

EIA Priority 3: ICT; Objective 3: Ensure all students can access high-quality, online curriculum and online assessment resources.

Evidence-Base: *Research:* e.g. [Disability policy](#); [ACARA – NAPLAN Online](#); [Contemporary Practice Resource](#); *Data/school based evidence:* Nationally Consistent Collection of Data, Individual Curriculum Plans

EIA Priority 4: ICT; Objective 4: Improve student engagement and support student behaviour through enhancing school leadership.

Evidence-Base: *Research:* e.g. [Instructional leadership](#) (Galileo, 2015); [The Politics of Collaborative Expertise](#) (Hattie, 2015); [Safe, supportive and disciplined schools](#) *Data:* LOA, NAPLAN, School Opinion Survey, School Disciplinary Absences; *School-based evidence:* e.g. teacher feedback, classroom walk-throughs.

The strategies or initiatives and costings are

Objective	Initiatives/Strategies	Costs
1	<p>Initiative – Participate in regional Mathematics professional development to align the beliefs, dispositions and capabilities in the teaching of Mathematics across all teaching and support staff to improve student outcomes.</p> <ul style="list-style-type: none"> Planning with the Head of Curriculum, leadership team and year level cohort. Employing teacher aides to provide targeted support for students in Mathematics. Employing a teacher to deliver the Acceler8 extension program (Maths). Releasing teachers to participate in a Mathematics cluster project led by Head of Department, Regional Support. Investing in research based evidence Mathematics project with University of Queensland. Investing in Numeracy resources. 	<p>\$18,500</p> <p>\$15,000</p> <p>\$7,500</p> <p>\$18,000</p> <p>\$2,000</p> <p>\$10,000</p>

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2	<p>Initiative - Continue to implement whole school Reading program, including differentiation of the learning needs of identified students, to improve the Reading achievement of all students.</p> <ul style="list-style-type: none"> • Planning with the Head of Curriculum, leadership team and year level cohort. • Employing teacher aides to provide targeted support for students in Reading. • Employing a teacher to deliver the Acceler8 extension program for Reading. • Investing in Reading resources. 	<p>\$18,500 \$75,000 \$7,500 \$15,000</p>
3	<p>Initiative - Provide access to online curriculum and assessment resources</p> <ul style="list-style-type: none"> • Investing in Information and Communication Technology (ICT) infrastructure. 	<p>\$27,260</p>
4	<p>Initiative - Provide leadership and student management focus to priority areas.</p> <ul style="list-style-type: none"> • Investing in human resource support and leadership development. 	<p>\$98,000</p>

Improvement in student outcomes will be measured by

Objective 1:

- 2017 Year 3 – 100% NMS for NAPLAN Numeracy (up from 4 year aggregate average of 98.5%); 37.9% U2B for Numeracy (from 4 year aggregate average of 32.9%); Comparison - 4 year aggregate historical NMS, Upper 2 Band data.
- 2017 Year 5 - 100% NMS for NAPLAN Numeracy (up from 4 year aggregate average of 98.5%); 32.1% U2B for Numeracy (up from 4 year aggregate average of 27.1%); Student relative gain targets: Lower 7%, Similar 65%, Higher 27% (based on 2% shift on aggregate gain % from 2012 to 2016); Comparison: 3-year aggregate historical NMS, U2B and Student Relative Gain results for the school.
- 2017 LOA Mathematics - Semester 2, 2017 2% improvement in each Year level (Year 1 to Year 6) of students receiving C or better, based on the same cohort in their previous Year level (e.g. increase of 2% on end semester 2 year 4 to end semester 2 year 5); Comparison - school historical LOA data (e.g. aggregate of 3 years).
- Consistent improvement in North Coast Region 'Show Me' diagnostics - pre and post testing.

Objective 2:

- Gain in Reading Levels compared to historical gains for same year level cohorts.
- NAPLAN data - improved U2B in Reading.
- NAPLAN data - improved student relative gain in Reading.



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