

Investing for Success

Under this agreement for 2019
Norris Road State School will receive

\$284,157*

This funding will be used to:

- Increase the percentage of students at or above NAPLAN National Minimum Standard from 90.6% in 2017 Year 3 Reading to 94% in 2019 Year 5 Reading;
- Increase the percentage of students at or above NAPLAN National Minimum Standard from 92.6% in 2017 Year 3 Writing to 94% in 2019 Year 5 Writing;
- Increase the percentage of students in the U2B from 37.5% in 2017 Year 3 Reading to 40% in 2019 Year 5 Reading;
- Increase the percentage of students in the U2B from 34.7% in 2017 Year 3 Reading to 40% in 2019 Year 5 Writing;
- Increase English C or Above results across the school;
- Increase community engagement with the school through transition programs, wellbeing programs and celebrations of success.

Our initiatives include:

- Providing all staff with a consistent set of skills, programs and strategies to effectively differentiate for all students in reading, writing and critical thinking in an inclusive environment;
- Increasing human resources in all classrooms to cater for diversity, academic outcomes and social-emotional wellbeing;
- Focusing on early literacy intervention and oral language development in the early years.

Our school will improve student outcomes by

Initiative and Evidence-base	Monitoring	Strategy	Costings & Timelines
Facilitate consistent data analysis to inform curriculum delivery and improve student learning outcomes in reading, writing and critical thinking <i>Fisher, Frey, Hattie (2016) Visible Learning for Literacy</i>	<ul style="list-style-type: none"> • English %C or better Semester 1 (2018) • Semester 2 (2019) <ul style="list-style-type: none"> ✓ Prep 74% ✓ Year 1 70% ✓ Year 2 79% ✓ Year 3 84% ✓ Year 4 76% ✓ Year 5 79% ✓ Year 6 93% • English A–E and NAPLAN Reading and Writing NMS data • IEAL/D bandscalesd • Teacher planning documents and lesson observations • Student feedback and work samples • Annual Performance Review (APR) process data. 	Collective Teacher Efficacy teams – Year 2 and 4 Provide release for Teachers to interrogate the Literacy Continuum and additional data Leadership Team off-sites to facilitate alignment to shared vision Create additional NCT provision in Visual Arts	\$4, 600 \$13, 800 Term 1 \$1, 800 Term 3 and 4 \$12, 000

* 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.



Enhance the capacity of teachers to differentiate the curriculum for all children through thorough data collection and analysis	<ul style="list-style-type: none"> Staff feedback on relevance and impact of professional learning Student engagement and behaviour monitored as new teaching strategies applied P – 10 Literacy continuum monitoring Case management records Student work samples. 	Teacher Release Days 1 per Teacher per Term Purchase resources to support newly established Professional Learning Teams	\$ 75 000 Week 8-10 every Term \$2, 000
Provide additional teacher aide assistance during priority learning times (8:30am – 1pm) to support the implementation of a differentiated program of instruction for all children in English and Mathematics, including EAL/D students <i>Learning Toolkit</i>	<ul style="list-style-type: none"> Review and monitor A-E data 	Full time teacher aides in Prep and 20 hours per week teacher aide support for each year level Access to PD to support learning needs	\$135, 657 All year
Focus on early intervention in oral language, reading, writing and numeracy with directed support for EAL/D students <i>Nottingham</i>	<ul style="list-style-type: none"> Monitoring students progression through learning groups Progress of students through Oral Language group F&P benchmarck for Prep studnst 	Increase Speech Language Pathologist: 3 days per week to identify and support students in the early years on-going support for Teachers and Aides in the delivery and implementation of effective intervention programs (eg STRIVE)	\$35, 000 All year
Increase community engagement with the school through transition programs linded to feeder kindergatens, day care centres and high schools <i>Quaglia</i> <i>You Can Do It</i>	<ul style="list-style-type: none"> Staff feedback on relevance and impact of professional learning Student engagement and behaviour monitored as new teaching strategies applied 	Provide release time for Prep Teachers to visit feeder day care providers Enhance current Gala event to incorporate visual and dramatic arts	\$2, 300 End Term 3 \$2, 000 Term 4



Shannon Lusk
Principal
School



Rohan Keylock
School council chair
School

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