

Investing for Success

Under this agreement for 2016 Rangeville State School will receive

\$313,517*

This funding will be used to

- Improve Year 3 NAPLAN Writing *Upper 2 Bands* achievement from 30% in 2015 to 35% in 2016.
- Improve the *relative gain* of Year 5 students in NAPLAN Writing from 20% achieving a lower gain than the nation to 10% achieving a lower gain than the nation in 2017.
- Improve Year 5 NAPLAN Writing *Upper 2 Bands* achievement from 18.5% in 2015 to 25% in 2017.
- Improve Year 3 NAPLAN Numeracy U2B achievement from 32.5% to 35% in 2017.
 - Improve Year 1 PAT M achievement from 33 % achieving scale score 113.2 or higher to 40% achieving scale score 113.2 or higher by the end of 2016
 - Improve Year 2 PAT M achievement from 22 % achieving scale score 121.0 or higher to 30% achieving scale score 121.0 or higher by the end of 2016
 - Improve Year 3 PAT M achievement from 19 % achieving scale score 123.4 or higher to 27 % achieving scale score 123.4 or higher by the end of 2016
- Improve Year 5 NAPLAN Numeracy U2B achievement from 26.5 % to 31 % in 2016.

Our initiatives include

- Building teacher and teacher aide capability in embedding the strategies for the explicit teaching of the writing process through participation in Writing Focus Groups, modelled writing lessons and coaching.
Evidence: The Writing Book (Cameron and Dempsey)
Teaching Elementary School Students to be Effective Writers (Institute of Education Sciences, Steven Graham)
Anita Archer: Effective and Efficient Explicit Instruction
Fullan and DuFour: Cultures Built To Last, Systematic PLCs at Work
- Building teacher capability in analysing student performance data to develop differentiated programs to improve individual student outcomes. Evidence: Hattie, John – Visible Learning for Teacher, (2012)
Archer, Anita. 2011. Explicit Instruction: Effective and Efficient Teaching
Whitmore, J. (2005). Coaching for performance: GROWing, people, performance and purpose. (3rd ed)
Sharratt and Fullan, Putting Faces on the Data
Witzeh, Bradley S. Using CRA to Teach Algebra to Students With Math Difficulties in Inclusive Settings, Learning Difficulties A Contemporary Journal, 3(2), 49–60, 2005
- Building teacher and teacher aide capability in teaching students to solve routine and non-routine mathematical questions through regular coaching conversations and participation in Professional Learning Communities Evidence: Effect of George Polya's Problem Solving Model on Student Achievement and Retention in Algebra, Samuel Nneji, Journal of Education and Social Research, Vol 3, No 6. Sept 2013
Effects of Polya Questioning for Geometry Reasoning, Chun-Yi Lee, Eurasia Journal of Mathematics, Science and Technology Education, 2015, 11 (6)
- Increase leadership density through explicit leadership development including coaching and developing high performing teams
Evidence: Hargreaves, (2008), Professional Culture and Communities: DuFour, R and Fullan, (2013)
Cultures built to last: systemic PLCs at Work Hawker Brownlow Education, Victoria.

Investing for Success

Our school will improve student outcomes by

Employing 0.2 FTE Head of Curriculum to support teachers and teacher aides to build their capacity and capability through for observation, mentoring, coaching & feedback & professional development	\$120,932
Employing 0.8 FTE Prep Teacher to allow greater intensive teaching and support to be delivered in the Early Years	
Employing 0.2 FTE Speech Language Pathologist and 0.2 FTE Occupational Therapist to support intensive and proactive support for Early Years development at a small group and whole class level	
Undertaking collaborative short cycle data analysis, and develop and implement teaching and learning plans and differentiated programs to support the needs of students	\$50,400
Increasing community confidence, connection and belonging to school and wider Toowoomba community through increased cultural events to allow greater opportunity for partnership building and engagement with school community	\$7,000
Purchasing recognized online and reference resources to support the implementation of the targeted STEM and Literacy strategies to support Upper Two Bands plans and programs	\$54,000
Partnering with Dr Peter Stebbins, The Stress Surfer to customise and build leadership capability and capacity within our Leadership Team by participating in the High Performing Team professional development.	\$20,000
Implementing innovative administration structures to implement quality, sustainable school management and customer service.	\$22,520
Partnering with the Positivity Institute to develop and implement a strategic positive education plan focusing on explicit and implicit applications of Positive Education, well-being and positive school culture for students, staff and the whole school community.	\$ 5000
Purchasing innovative, flexible learning resources to meet the needs of the 21 st Century learner.	\$33,665



Ben Kidd
Principal
Rangeville State School



Dr Jim Watterston
Director-General
Department of Education and
Training