

Investing for Success

Under this agreement for 2016 Springwood Road State School will receive

\$262 292*

This funding will be used to

- Increase the percentage of students achieving school benchmark reading targets in Year One and Two from 70% term 1 to 85% in Term 4.
- Increase the percentage of students in the upper two bands Year 3 and Year 5 NAPLAN reading.
- Year 3 – 40% Year 5 – 30%
- Increase the number of students achieving a “C” or above in writing.
- Prep – Year 3 – 85%
- Year 4 – Year 6 – 90%
- Increase the percentage of students in the upper two bands Year 3 and Year 5 NAPLAN writing
- Year 3 – 35% Year 5 – 15%

Our initiatives include

- Further develop collaborative data inquiry processes (to build teacher ability to interpret data and scale – up effective teaching practices to personalise student learning)
- Provide focused and intensive teaching for students identified as below year level achievement targets in reading and writing.
- Provide enhancement opportunities for students achieving “A” and “B” standards in reading and writing.
- Provide professional development and coaching to increase teachers’ repertoire of effective strategies for teaching text processing, comprehension and writing.

Our school will improve student outcomes by

- Employing a speech language pathologist an extra .2 FTE to assess Prep students and teacher referred students in Years 1 & 2; develop programs for implementation by teacher aides: deliver speech programs; train teacher aides and parents on implementation of speech programs.
\$15 600
- Employing two graduate teachers to release experienced senior teachers. Experienced teachers will coach and support teachers with student engagement, curriculum implementation and the teaching of literacy.
\$144 000
- Purchasing teacher aide time to support Prep to year three teachers in implementing tailored and targeted support for identified students.
\$102 692
- Resourcing and embedding a professional learning and coaching program to increase teacher repertoire of effective strategies for teaching text processing, comprehension and writing.



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Dr Jim Watterston
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