

Investing for Success

Under this agreement for 2018
Esk State School will receive

\$94 052*

This funding will be used to:

1. Increase the percentage of students in the U2B of Year 3 Reading from 25% (2017) to 28%.
2. Increase the number of students in Year 3 at or above National Minimum Standard (NMS) from 70% (2017) to 85% in reading.
3. Increase the percentage of students in the Upper Two Bands (U2B) in Year 3 Writing from 0% (2017) to 5%.
4. Improve the Mean Score Scale (MSS) of Year 3 students in reading by 50 points.
5. Improve curriculum development, interpretation and implementation to support the enactment of the Australian curriculum by 2020.

Goal	Measures
Teaching and Learning - Curriculum and assessment development and implementation for the Australian Curriculum.	<p>Baseline: Development of a range of curriculum documents from overviews to school programs to support the implementation of the Australian Curriculum.</p> <p>Monitoring: Regular Curriculum meetings between Principal and Head of Curriculum (HOC). Leadership Team meetings. Documents produced.</p>
Precision Pedagogy especially for the teaching of reading.	<p>Baseline: P-6 Literacy Continuum from end Semester 2, 2017 to end Semester 2, 2018 Norm referenced diagnostic assessments from end Semester 2 to end Semester 2 2018.</p> <p>Comparison: Progress against benchmarks from end Semester 2 to end Semester 2 - 2018</p> <p>Monitoring: Student work samples. Teacher planning Annual Performance Review</p>

* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



Our initiatives include

3	Evidence Base:
Establishing a Reading Support program for prioritised students needing individualised instruction to support students close to benchmark, to obtain benchmark.	Hattie, J 2012, Visible Learning For Teachers, Corwin, California, USA Knight, B., & Galletly, S. (2014). Discussion Paper for the Project, 'Bridging the Gap for At-Risk Readers: Reading Theory into Classroom Practice.'. Central Queensland University. Response to intervention - Effect size = 1.07
Forming teaching teams of teacher + teacher aide per class, maximising inclass support so that learning of all students and to enable small group work.	Hattie, J 2012, Visible Learning For Teachers, Corwin, California, USA Teacher student relations - Effect size = 0.72 Small group learning - Effect size = 0.49
Screening of Prep/Year 1 students for speech and language difficulties, and Professional Development regarding Oral Language Programs.	Hattie, J 2012, Visible Learning For Teachers, Corwin, California, USA Professional development - Effect size = 0.051 Knight, B., & Galletly, S. (2014). Discussion Paper for the Project, 'Bridging the Gap for At-Risk Readers: Reading Theory into Classroom Practice.'. Central Queensland University.
Employ a Head of Curriculum and combine role with Master Teacher role, allowing curriculum development, pedagogy and feedback loop to be established.	Hattie, J 2012, Visible Learning For Teachers, Corwin, California, USA Teaching strategies - effect size =0.62

Our school will improve student outcomes by

Action	Cost
Employing a 0.5FTE Head of Curriculum to develop the curriculum within the school.	\$60 000
Purchasing additional teacher aide time, and distributing time across the schools so that in-class support is maximised.	\$32,302
Purchasing additional time for a Speech Language Therapist to assist with speech and language screening and oral language professional development.	\$1 750
Total	\$94 052

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Mrs Roslyn Waldron
Principal
Esk State School



Patrea Walton
A/Director-General
Department of Education

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