

Investing for Success

Under this agreement for 2019

Esk State School will receive

\$85,051*

This funding will be used to

- Increase the percentage of students receiving 80% of 'A's for effort ratings across the year, from 8% of the student body to 16%.
- Increase the percentage of students receiving 80% of "A & B" academic ratings (across all Learning Areas) across the year, from 11% to 15% of the student body.
- Increase the Year 3 to Year 6 A – C achievement ratings in English from, on average, 80% to 85% across each semester.
- Increase the Prep – Year 2 A-C achievement ratings (or equivalent) in English from, on average, 68% to 80% each semester.

Our initiatives include

Initiative:	Evidence Base:
Expanding the Reading Support program for prioritised students needing individualised instruction to support students close to benchmark, to obtain benchmark. Implementing the Multilit Reading Tutor Program for low progress students experiencing difficulties in learning reading and related skills.	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 MULTILIT (2007). The MULTILIT reading tutor program 9revised). Sydney: MULTIPLIT Pty Ltd.
Forming teaching teams of a teacher + teacher aide per class, maximising in class support of learning for 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 students for speech and language difficulties, and the early assessment and intervention of identified students.	Hattie, J 2012, Visible Learning For Teachers, Corwin, California, USA Professional development – Effect size = 0.0.51 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.
Employing a Head of Curriculum assessment and report support, pedagogy development and a coaching and mentoring program to be established.	Hattie, J 2012, Visible Learning For Teachers, Corwin, California, USA Teaching strategies – effect size =0.62

* 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.

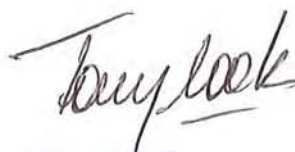


Our school will improve student outcomes by

Action	Cost
Employing a 0.2 Full-time equivalent Head of Curriculum to develop the curriculum within the school. (Purchase additional days to support teacher planning).	\$30,000
Purchasing additional teacher aide time, and distributing time across the schools so that in-class support is maximised.	\$53,051
Purchasing additional time for a Speech Language Therapist to assist with speech and language screening and oral language professional development.	\$ 2,000
TOTAL	\$85,051



Roslyn Waldron
Principal
Esk State School



Tony Cook
Director-General
Department of Education

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