

Investing for Success

Under this agreement for 2017 Flagstone State School will receive

\$224,872*

This funding will be used to

- Increase the percentage of students meeting the National Minimum Standard in writing from 99.1% to 100% for year 3 students
- Increase the percentage of students in the NAPLAN upper two bands from 33.6% to 45% in writing for year 3 students within 2 years and 50% within 3 years
- Increase the percentage of students meeting the National Minimum Standard in reading from 94.5% to 98% for year 3 students
- Increase the percentage of students in the NAPLAN upper two bands from 37.3% to 43% in reading for year 3 students within 2 years and 50% within 3 years
- Increase the percentage of students national minimum standards from 95.5% to 99% in numeracy for year 3 students within two years and 100% within 3 years
- Increase the percentage of students in the NAPLAN upper two bands from 11.8% to 28% in numeracy for year 3 students within two years and 35% within three years
- Facilitate coaching, feedback and mentoring of teachers in GAVC, data analysis, and build capacity in pedagogy and use high yield, research based strategies
- Audit and track student learning, and provide intervention and extension
- Improve teacher capability through focussed coaching and professional development to improve student performance
- Monitor the school's improvement agenda and the implementation of agreed strategies and teaching practices within the school's School Review Action Plan
- Improve student attendance from 89.9% to 94%

Our initiatives include

- Writing as school key foci across all year levels
- Focussing on U2B strands in literacy and numeracy
- Alpha (Academic Learning Program Holistic Achievement) enrichment program for students from years 2-6
- Time provided for in-depth, staff discussions of systemic and school based achievement data and strategies for continuous improvement of student outcomes
- Planning days for collegial planning and reflection for teaching teams in weeks 8 & 9
- Staff PDP aligned to the school's AIP
- Opportunities for teachers to further engage with the various elements of the school's pedagogical framework to ensure it is embedded in curriculum planning and teacher practice (Principal and DP's feedback, HOC meetings, moderation, PLT's)
- Continuing programs and professional development with universities, critical friends (ACER Linkage project QUT Professors)

* Funding amount estimated on 2016 data. Actual funding will be determined after 2017 enrolment data are finalised.

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- Using research based evidence; Hattie, Fullen, Quinn, Dufour, Woods, Exley, Richardson, Sharratt, Harild, Mills (QUT) and others shaping our pedagogical framework

Our school will improve student outcomes by

- Providing coaching, mentoring and professional development to teachers of years P-6 in the teaching of writing and other key priority areas (reading), including a sharp focus on U2B (\$25,000)
- Continue with second deputy principal (\$100,000) to become 50% sustained by extra staffing allocation next year
- Employ teacher aides to deliver specific intervention initiatives as determined via data (Prep to year 6) with an emphasis on key priority learning areas as identified in the AIP and GAVC – English and numeracy – top key priority area is writing (\$65,000)
- Purchase ICT equipment as necessary to provide 21st century skills in class, and independent student support and NAPLAN online readiness (\$30,000)
- Celebrate individual and class attendance rates at parade and within the community (\$4872.00)

Roz Clay
Principal
Flagstone State School

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