

# Investing for Success

Under this agreement for 2019  
Windsor State School will receive

**\$231,000\***

## This funding will be used to

In 2019, our key improvement priorities are focused on 'an expert teaching team', 'excellence in curriculum, delivery and innovation' and 'a culture that promotes learning'.

Focus on **English** is to develop **consistent** and **effective pedagogical practices** and **knowledge** of writing, to improve P-6 student outcomes.

- **Research:** Hattie, Sharratt & Fullen, Fisher & Frey, Cameron, Calkin, Campbell, Boushey & Moser
- **Data:** NAPLAN data, A-E achievement data, visible learning wall, anecdotal and survey data
- **School Based Evidence:** Pedagogical Framework, Writing program including the 'Launch' program.

Focus with **Mathematics** is to develop **consistent** and **effective pedagogical practices** and **knowledge** of numeracy and Problem Solving strategies, to improve P-6 student outcomes.

- **Research:** Hattie, Sharratt & Fullen, Fisher & Frey, Cameron,
- **Data:** NAPLAN data, A-E Achievement data, Visible Learning Wall
- **School Based Evidence:** Pedagogical Framework, Visible Learning Wall, PAT data, NAPLAN data, Problem Solving strategies and a solid understanding of number concepts

Develop **consistent** and **effective pedagogical practices** and **knowledge in STEAM and Technologies** to improve student outcomes.

- **Research:** ACARA, EQ, Griffith University
- **Data:** A-E Achievement Data, Innovators participation rates,
- **School Based Evidence:** Teacher anecdotal, Technologies ICAS,

## Our initiatives include

Initiative/Strategies	Cost
<p><b>Oral Language and Occupational Therapist – Early Development Focus:</b></p> <p>-Employ a Speech Language Pathologist (SLP) 2 days a week (0.4) and an Occupational Therapist (OT) 1 day a week (0.2) to work alongside students, teachers and families on improving speech, fine/gross motor and early Literacy development.</p> <p>The SLP and OT will provide support for students with early Literacy developmental needs, identify and assess students as required, support teachers in classrooms with Literacy development (Read It Again, STRIVE) and provide information and other resources to the school community as required.</p>	<p>\$20,000 (SLP)</p> <p>\$7,000 (OT)</p>
<p><b>English and Mathematics Focus:</b></p> <p>- Implement a rigorous 'whole school' plan for the teaching of writing, reading and Mathematics.</p> <p>- Develop teacher knowledge and understanding of the attributes of effective writing, reading and numeracy, the use of data to inform practice and provide feedback to students (Linked with the AITSL Professional Standards).</p> <p>- Improve the English and Mathematics outcomes for all Prep – Year 6 students.</p> <p>- Prep to Year 6 teachers analyse data to inform teaching, learning, resourcing and track student progress in English and Mathematics.</p> <p>The focus with English and Mathematics is to develop <b>consistent</b> and <b>effective pedagogical practices</b> and <b>knowledge</b> of these curriculum areas, to improve teacher pedagogy and student outcomes.</p>	<p>\$26,000 (PD)</p> <p>\$10,000 (Early Start)</p>

\* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised.



<p><b>Increase Human Resources:</b></p> <ul style="list-style-type: none"> <li>- Employing general and intervention teacher aides to work in classrooms using targeted intervention programs and strategies to enhance literacy and numeracy outcomes and strategic use of other resources to support intervention and enrichment programs in reading and numeracy.</li> </ul> <p>Teacher Aides are employed across the school to work with students and provide intervention and extension intervention as required by the classroom teacher and Student Inclusion Team.</p>	<p>\$90,000 (TA)</p>
<p><b>Curriculum Coordinators / Case Management / Feedback:</b></p> <ul style="list-style-type: none"> <li>- Engage curriculum coordinators in P-2 and Yr3-6 to to work alongside deputy principals to provide expertise and leadership to teachers in unit planning; to gather data in order to review the progress of student learning outcomes; to provide mentoring, coaching, feedback to teachers; to conduct professional development on a range of topics relevant to teaching staff; to review school practices including the teaching of English and Mathematics.</li> <li>- Provide additional opportunities (e.g. fortnightly release time) for staff to engage in ongoing professional learning, collaborative data inquiry, action learning opportunities, case management, classroom coaching, enrichment/extension, planning and moderation opportunities and professional development (both internal and external).</li> <li>- Continue our strong partnerships with City Cluster, GEM networks, Qld Academies, implement the 2019 English and Mathematics Inquiry action plans.</li> </ul>	<p>\$75,000 (CC, PD)</p>
<p><b>Health Screeners:</b></p> <ul style="list-style-type: none"> <li>- <b>Hear and Say</b> will complete hearing screeners on all Prep students (Week 5, Term 1).</li> <li>- <b>The EyeMan</b> will complete vision screeners on all Prep students (Week 6, Term 1).</li> </ul> <p>Screeners are provided to all Prep students, but also made available for any other students if required. The two agencies (Hear and Say and the EyeMan) conduct extensive information sessions with the school community as a component of our 'Get Set For Prep' program that is run in Term 4.</p>	<p>\$3,000</p>

## Our school will improve student outcomes by

### Writing

#### Year 3

- **Upper Two Bands** – 61% in 2016, 59.1% in 2017, 57% in 2018, **>60% in 2019.**
- Triangulation of NAPLAN, Curriculum into the Classroom (C2C), Early Start data, A-E achievements from writing tasks (e.g. Marking Guides) and Feedback/Bump It Up Wall improvements across the year.

#### Year 5

- **Upper Two Bands** – 26.8% in 2016, 16.1% in 2017, 8% in 2018, **>16% in 2019.**
- Triangulation of NAPLAN, Curriculum into the Classroom (C2C), A-E achievements from writing tasks (e.g. Marking Guides) and Feedback/Bump It Up Wall improvements across the year



**Mr Grant Baker**  
Principal  
Windsor State School



**Mr Lee Davis**  
School Council Chair  
Windsor State School

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