

Investing for Success

Under this agreement for 2020

Atherton State School will receive

\$267,275

This funding will be used to

- Increase the percentage of students achieving a C or higher in English through a focus on data based differentiation from
- Create an evidenced-based cycle of inquiry focused promoting an inclusive culture of engaging learning that improves wellbeing, engagement and achievement for staff and students
- Increase the % of Year 3 students meeting NMS (reading) from 90.6% to 92%
- Increase the % of Year 3 students meeting NMS (writing) from 90.4% to 92%
- Increase the % of Year 3 students in the U2B (reading) from 35.8% to 36%
- Increase the % of Year 3 students in the U2B (writing) from 28.8% to 30%
- Increase the % of Year 5 students meeting NMS (reading) from 89.7% to 90%
- Increase the % of Year 5 students meeting NMS (writing) from 87.7% to 90%

Our initiatives include

Establish effective school processes that support best practice pedagogy, effective teacher collaboration and high professional teams:

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| <ul style="list-style-type: none"> - Increasing all staff capability of effective strategies for explicit teaching and consolidations with a focus on response to intervention – differentiation. - Explicit focus on English (reading and writing), using bandscale data to inform differentiated teaching and learning - Embed data coaching, led by Leadership team, to develop data drive and culture - Establish a clear system around transiting students to Prep - Utilising technology more consistently and effectively to engage and support students in their learning | <ul style="list-style-type: none"> - Walpole, S & McKenna, M 2017, How to Plan Differentiated Reading Instruction, New York, The Guildford Press. - Archer, AL and Hughes, CA 2011 <i>Explicit instruction: Effective and Efficient Teaching</i> Guildford Press, NY. - Sharratt, L and Fullan, M 2012 <i>Putting FACES on the data: What great leaders do!</i> Corwin, Thousand Oaks, CA. - Timperley, H and Parr, J 2004 <i>Using evidence in teaching practice: Implications for professional learning</i> Hodder, Moa, Beckett, Auckland. - Angelo, D 2013. 'Identification and assessment contexts of Aboriginal and Torres Strait Islander learners of SAE'. Language Testing and Assessment, Vol. 2, pp. 67-102. |
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Our school will improve student outcomes by

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| Purchase of Head of Curriculum 1.0FTE | \$125 000 |
| Purchasing additional Speech Language pathologist hours to support students identified with Speech Language difficulties. | \$ 20 000 |
| Purchasing additional specialised teacher aides to support with ICT capability to engage and support students to achieve C or above in English using assistive technologies and to build a strong and sustainable approach to STEM education. | \$ 53 000 |
| Targeted professional development to develop and resourcing aligned to inclusive education and differentiation. | \$ 19 275 |
| Additional AAEP hours to assist with student communication, absence follow and medical conditions. | \$ 50 000 |



Nicholas Shirley
Principal
Atherton State School



Tony Cook
Director-General
Department of Education



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