Investing for Success

Under this agreement for 2016
Taablinga State School will receive $177,972

This funding will be used to

- Decrease the gap between the Mean Scale Score in Reading across Year 3 and Year 5 to within 10 points when comparing QSS
- Increase the percentage of Year 3 students meeting NMS in reading from 83.9% to QSS
- Maintain the percentage of Year 5 students meeting NMS in reading from 94.0% to remain higher than QSS level
- Increase the percentage of Year 3 students in the U2B in reading from 35.7% to above SQSS
- Increase the percentage of Year 5 students in the U2B in reading from 22.4% to above SQSS

Our initiatives include

- Engagement of teachers in professional conversation of high impact instruction through collaborative planning of English and Mathematics with lead learners to build teacher capability in curriculum implementation and differentiation
- Changing teacher practice and student learning through the engagement of teachers in active partnership, to diagnose, intervene and evaluate
- Embedding explicit instruction practices in Year 3-6 to deliver high quality teaching and evidence based practices in reading, writing and numeracy in all classes, especially for high achievers
- Instructional leaders work collaboratively with all P – 2 teachers to use data to deliver evidence supported instructional strategies, differentiating instruction to support all students learning success in reading, writing and numeracy in the early years
- Instructional leaders providing differentiated coaching and feedback to teachers in accordance with the collaboratively developed Collegial Engagement plan, focused on teachers observing each other’s practice, building capabilities and learning from one another
- Develop Prep to Year 3 teacher and teacher aide capability in foundation numeracy skills through engagement with Australian Catholic University and the Role-M project, including curriculum implementation, professional learning sessions, classroom observation and follow-up by sessions in classrooms by Master Teacher. Resource development to support Role-M implementation by teachers

Hargreaves,A and Fullan,M - Professional Capital Transforming Teaching in Every School
Fullan,M and Quinn,J - Coherence The Right Drivers in Action for Schools, Districts, and Systems
Sharratt,L and Fullan,M – Putting FACES on the Data What Great Leaders Do!
Archer, A and Hughes,C – explicit instruction, Effective and Efficient Teaching

Our school will improve student outcomes by

- Further developing our high performance learning culture with training of lead teachers in coaching skills to enhance teacher capability and engagement of the leadership team in capability development to deliver our explicit improvement agenda ($18462)

* Funding amount estimated on 2015 data. Actual funding will be determined after 2016 enrolment data are finalised.
- Developing teacher capability to assess students reading development through benchmarking and using this information to explicitly plan reading interventions to ensure student progress ($6375)
- Delivery of high impact teaching in numeracy through our partnership with Australian Catholic University and the Role-M program through professional learning and observation ($11800)
- Building teacher capability in Year 3-6 in the teaching of writing through engagement with the Lead Learner to implement the school writing process. Engagement of staff in moderation of student writing samples, explicit instruction and provision of feedback to students ($74740)
- Building teacher capability in Prep to Year 2 through explicit instruction of evidence based pedagogy, sustainable interventions, ongoing assessment through co-teaching, mentoring, peer observation and lesson study ($44920)
- Implementation of structured collaborative planning to focus on high quality teaching and learning and evidence based practices in delivery of the Australian Curriculum in English and Mathematics ($21675)

Susan Beatty
Principal
Taabinga State School

Tyler Scott
P&C President
Taabinga State School

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