Under the agreement for 2015
Back Plains State School will receive

*$Estimated on 2014 data. Actual funding will be determined after 2015 enrolment data is finalised.

This funding will be used to

- increase the number of Year 3 students in 2015 meeting/exceeding the NAPLAN National Minimum Standard in 2017 in Year 5 reading, numeracy and grammar and punctuation
- ensure that every student in Year 5 will achieve National Minimum Standards across the strands
- ensure that all of the current Prep students able to read and comprehend short, predictable texts and compose and record short, meaningful sentences

Our strategy will be to

- increase teachers' repertoire of effective strategies for teaching writing, grammar and punctuation across learning areas
- provide professional development and coaching to ensure teachers are able to use the school’s mathematics program: mathematics content and provide targeted and scaffolded instruction to secure highly effective first teaching of essential mathematical concepts and skills in every classroom
- develop collaborative data inquiry processes (to build teachers’ ability to interpret data, identify and scale-up effective teaching practices and differentiate better)
- better prepare and support teacher aides to consolidate student learning in numeracy and literacy
- embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning
- provide education for parents of pre-Prep students to support the development of oral language and early literacy and numeracy skills at home
- develop a network of local early childhood centres and kindergartens to enhance knowledge of on-entry to Prep expectations and to assist in a smooth transition of children into Prep and Year 1
- develop teacher capacity to design curriculum-aligned monitoring and assessment tasks (for short-term data cycles)

Evidence:
- Archer, A., Huughes, CA. Explicit Instruction, Effective and Efficient Teaching, Guilford Press 2011
- Leov, D. Teach Like a Champion: 49 Techniques That Put Students on the Path to College. Jossey Bass 2010

Our school will improve student outcomes by

- utilising the speech language pathologist to assess all Prep students and teacher-referred students in Years 1 and 2, develop structured oral language programs for implementation teacher aides, train teacher aides and parents and monitor student progress
- develop or adapt an oral language program for use in Prep and Year 1
- use Early Start materials across Prep to Year 2 to inform teaching, learning and resourcing, and to track
monitoring and working with teachers to develop personal learning goals for specific students, to plan
differentiated lessons, to measure and reflect on impact

upskill teachers in the use of OneSchool so that all teachers are using (differentiation placemat and
dashboard functionality)

develop, resource and implement a professional development and coaching program to support
teachers in data gathering, collation, analysis and use. $1500

develop and implement a whole school approach to teaching writing (aligned to and including
engagement with the Seven Steps to Writing Success program. $300/staff member, $2000 in total.

invest in a Numeracy Champion to build teacher capability in teaching numeracy and resources to
support the initiative $1200

arrange for teacher aides to engage with MSSWD online modules (for example, understanding autism
spectrum disorder, dyslexia and significant learning difficulties, motor coordination, hearing loss, speech
and language and communication needs) $500

support a ST:LaN to work in early years classrooms using oral language programs and FSIR
approaches to develop early literacy skills. $3160

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