Investing for Success

Under this agreement for 2017
Bellmere State School will receive $197,285

This funding will be used to

| Employ an Occupational Therapist 2 days per week to assess students and provide information for external agencies and strategies for teachers on adapting learning environments and curriculum needs | Employ and train a Teacher Aide to deliver explicit oral language support interventions for Prep students. Teacher aide will also deliver speech and language intervention support across all year levels as devised by Speech Language Pathologist. Teacher aide to deliver a weekly playgroup experience for students from 0-5. | Provide TRS for staff to engage in Professional Learning conversations around the teaching of reading and spelling and student outcomes |
| $30,000 | $30,000 | $32,000 |

Provide additional in-class teacher aide support for reading and spelling rotations $105,285

Targets

- By the end of 2017, all students in Years 2-6 who are not on an ICP in English, will achieve 12 months progress in Spelling, using the diagnostic tool SAST.
- By the end of 2017, all students in Years 2-6 who are not on an ICP in English, will achieve 12 months progress in Reading, using the Fountas & Pinnell levels
- By the end of 2017, 90% of Prep-Yr1 students will achieve end of year NCR benchmark in Reading pertinent to their year level
- 100% of teachers professionally engaged and proficient in analysing data and student work and aligning improvement to their own pedagogical performance
- every student accessing a different year level curriculum (that is, with an Individual Curriculum Plan) will achieve a ‘C’ standard or better against the relevant year-level achievement standard in English
Our initiatives include

- provide focused and intensive teaching for students requiring additional support in reading and spelling to demonstrate achievement against the year-level achievement standards
- develop teacher knowledge and understanding of the P-10 Australian Curriculum content descriptions and achievement standards by designing and supporting processes for robust intra-school moderation
- build teacher capability to use technology to differentiate and improve learning
- continue to develop a whole school approach to teaching literacy to support the teaching of literacy across all learning areas
- provide focused and intensive teaching targeted at ‘C’ students in order to improve the quality of their demonstrations of learning against the relevant year-level achievement standard
- develop a plan for monitoring early phase literacy and numeracy, including the schedule of Early Start assessments, opportunities for professional conversations regarding student progress and strategies for intervention
- build teacher capability in gathering and using evidence to determine the different year-level curriculum some students require and to develop and successfully implement challenging but achievable Individual Curriculum Plans
- better prepare and support teacher aides to extend student learning in reading and spelling in the upper years of primary school
- facilitate the organisation and support of action learning cycles to identify and verify the effectiveness of strategies currently in use

Our school will improve student outcomes by

- adapting and embedding an oral language and fine motor program for use in Prep
- building teacher and teacher aide capability to create learning environments and learning experiences that cater for diverse learners and alternative learning styles
- building a database to track and analyse student data to inform targets
- upskilling teachers in the use of OneSchool data capture suite to engage in dashboard functionality and support provisions
- embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning – train identified staff in classroom profiling.
- use Early Start materials across Prep to Year 2 to inform teaching, learning and resourcing, and to track progress
- 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)
- provide TRS to enable triads of teachers/leaders to engage in collaborative data inquiry, action learning, classroom visits and professional conversations around reading and spelling
Investing for Success

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