Investing for Success

Under this agreement for 2022
Silkstone State School will receive

$521,453*

This funding will be used to

- Increase the number of Year 3 and Year 5 students achieving National Minimum Standard in Reading to 90%.

- Increase the number of Year 3 and Year 5 students achieving Upper 2 Bands in Reading to 30%.

- Increase the number of students achieving National Minimum Standard in Year 5 Writing to 90%.

- Increase the number of students achieving grade C or higher in English to 80%.

Our initiatives include

- Ensuring all students, including those with disability, are supported with appropriate adjustments so that they can access all subjects in the Austrlian Curriculum.

- Enhance support measures for students by providing appropriate early intervention for Prep students in reading and writing through specialised teachers and teacher aides, targeting of resources based on need, tailored programs for individuals or groups and flexible learning spaces.

- Improve staff effectiveness in the use of data analysis to ensure work content, teaching practice and related support provisions are aligned with individual student needs. (Hattie, John & Yates, Gregory – Visible Learning and the Science of How We Learn 2014) (Sharratt, L, & Fullan M, 2012 Putting FACES on the Data: What Great Leaders Do!).

- Establish effective school processes, including refining case management.

- Focus on a sharper and a more effective delivery of classroom curriculum across the school through the implementation of a continuous cycle of:

  o Understanding and improving staff effectiveness in the use school data, as well as NAPLAN data triangulation, to ensure work content, teaching practice and related support provisions are aligned with individual student needs (both within the domain of support and extension)

  o Case conferencing and professional discourse within peer groups, the teaching and learning needs required to support students within literacy and numeracy

  o Identifying support measures which includes: support from specialised teachers and teacher aides, targeting of resources based on need, tailoring programs for individuals or groups within flexible learning spaces.

- Recognise teaching and non-teaching staff as professionals and life-long learners through:

  o Upskilling teacher aides in the delivery of support programs

  o Designing and establishing a literacy instruction program to provide targeted professional development for staff (teachers and teacher aides) using an explicit model of literacy instruction.

Our school will improve student outcomes by

• Provision for teachers to collaboratively work with HODs and DPs to build capacity in:
   o collaborative case management,
   o PBL,
   o and instructional design (aligned to Silkstone SS Explicit Instruction model)
	$ 50 909

• Continued investment in a Speech Language Pathologist	$ 39 104
• Increase in teacher aides to further support high quality literacy support and intervention	$208 940
• Provision for teachers to undertake class data analysis discussions, in regards to student adjustments, with the HOD-C and HOD-D	$ 18 500
• Implementation diagnostic assessment through Early Start for all Prep students	$ 9 000
• Community Engagement through student and family support including face to face workshops (SEL – *Rock and Water*) and take home information. o Delivered via Student and Family Support Co-Ordinator and additional Chaplaincy days.	$115 000
• Targeted learning resources to support explicit instruction in reading	$ 40 000
• Increase in devices (i-Pads / laptops) to assist in embedding technologies as a cross-curiculuar learning area	$ 40 000
TOTAL	**$521,453**

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