

Investing for Success



Snapshot report

Under the Investing for Success Agreement for 2017

Middle Ridge State School received

\$294,840

Our full 2017 agreement can be found at: [here](#)

Our school initiatives are on track to meet or exceed our targets

During 2017, we focused on maximising the benefits of this funding for our students. After reviewing our 2017 *Investing for Success* agreement, it is clear that we are on track to meet or have met/exceeded our targeted student outcomes. We continue to implement our initiatives to ensure that every student is learning and can succeed.

Initiatives implemented have included:

- Increasing Specialist Support Staffing (Curriculum Co-ordination, and Speech Language Therapy Services) to plan & implement intensive programs that target oral language, reading comprehension, spelling and writing capability for all P-6 students, with a particular emphasis on early intervention in Prep - Year 2.
- Engaging teachers in a variety of professional activities that developed curriculum knowledge and pedagogical capability in order to apply consistent methodologies and be explicit in our instruction. Continuing coaching & mentoring initiatives to build teacher capacity in explicit teaching, data analysis and differentiated practices through feedback & localised professional development (Year Level Planning meetings with HOC/ Master Teacher; Data Conversations with Principal/HOC; Year level Pedagogical Leaders training with HOC/Principal; ALL teachers involved in Observation and Feedback and Reflective Conversations)
- Continuing Pedagogical Leader positions and teacher release time for planning at each Year Level - creating a team of Curriculum Leaders to work closely with the HOC & Master Teacher to build team capability and individual teacher capacity.
- Engaging a STEM Coordinator to facilitate the development of a school-wide STEM 3 year implementation plan and promote the STEM agenda and initiatives from P-6 (including the establishment of Coding Clubs; liaising with Code Camp; equipment purchase; establishment of ongoing community links with CHSHS; staff PD in Coding and Digital Technologies)
- Undertaking training opportunities and follow-up coaching and feedback for Teacher Aides, parents and volunteers to explicitly support the development of early foundation literacy and numeracy programs (Reading strategies & early Numeracy strategies; foundation and early literacy skills with SLP)
- Implementing learning enrichment & extension programs focused on the development of higher order thinking/ reasoning skills, problem solving and critical literacy skills development that increased the % of Year 3 & 5 students achieving in the Upper 2 Bands in Literacy and Numeracy, eg. Optiminds, Maths Team Challenges
- Purchasing additional human (Teacher & Teacher Aide time) & physical (MacqLit, spelling, mathematics) resources to enable the development of inclusive, targeted support programs & intensive instruction (based on collated achievement data) for students either at risk of remaining at, or not achieving, the NMS in Literacy & Numeracy. (supporting EALD & SWD students; Student Services; release time for teachers to collaborate with support staff to effectively plan for students)
- Engaging teachers in evidence based professional development led by the Master Teacher/ HOC/Principal that builds pedagogical capability and is underpinned by a strong, reflective coaching & feedback culture.
- Engaging additional Teacher Aides across all Prep classrooms, providing assistance to teachers in the delivery of intensive early literacy and numeracy support for individuals & small groups.
- The following outcomes have arisen in 2017 as a result of the implementation of the above initiatives:
 - Identified learning difficulties to develop individual support &/or intervention plans for students at risk of not reaching the NMS.
 - 79% of ALL students achieved at/above the regional Benchmark in Spelling (1% short of target)
 - 81% of ALL students achieved at/above the regional Benchmark in Maths.
 - 100% of teachers engaged in the Observation and Feedback process and Reflective Conversations to assist in improving teachers' instructional capability that resulted in improved student learning outcomes.