Under the agreement for 2015
Torbanlea State School will receive

$108,060*

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

This funding will be used to

Quality Teaching

- Employ quality researched teaching and learning strategies, which ensure all students in Years 3, and 5 achieve and or exceed National Minimum Standard in Literacy and Numeracy.

Differentiated Instruction

- Provide individual curriculum plans in Literacy and Numeracy for students who do not reach National Minimum Standard.
- 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.
- Increase the percentage of students in the NAPLAN upper two bands (U2B) from 26% in 2013 Year 3 Numeracy to 35% in 2015 Year 5 Numeracy.
- Increase the percentage of students in the NAPLAN upper two bands (U2B) from 30% in 2013 Year 3 Reading to 35% in 2015 Year 5 Reading.

Early Intervention

- Improve teacher capability through focused coaching and professional development to improve oral language skills in Pre-Prep to Year 2.

Our strategy will be to

Quality Teaching

- Increase teachers' repertoire of effective strategies for teaching reading and comprehension across learning areas.
- Provide professional development and coaching to ensure teachers are able to deconstruct the Australian Curriculum; mathematics content and provide targeted and scaffolded instruction to secure highly effective first teaching of essential mathematical concepts and skills in every classroom.
- Continue to embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning.

Differentiated Instruction

- Develop whole school collaborative data inquiry processes (to build teachers' ability to interpret data, identify and scale-up effective teaching practices and differentiate effectively).
- Provide focused and intensive teaching for students requiring additional support to demonstrate
improved achievement against the year-level achievement standards.

- Provide focused and intensive teaching for students in upper two bands for Reading and Numeracy.
- Develop teacher capacity to design curriculum-aligned monitoring and assessment tasks (for short-term data cycles).

**Early Intervention**

- Facilitate action learning/action research to identify and verify the effectiveness of oral language strategies currently in use (Master Teachers’ Project).
- Support teachers and teacher aides through professional development to consolidate student learning in oral language.
- 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.

**Our school will improve student outcomes by**

**Early Intervention**

- Develop a research-based oral language program for use in Pre-Prep to Year 2.
- Employ a speech language pathologist (0.2FTE) to assist in the development of a whole school structured oral language program for implementation from Pre-Prep to Year 2. Provide professional development for teachers, teacher aides and parents.

**Quality Teaching**

- Top up the school based Master Teacher Position (0.3FTE) to build capability of teachers in Prep to Year 6 to develop personal learning goals for specific students, to plan differentiated lessons and to measure and reflect on impact.
- Provide TRS to enable teachers/leaders to engage in collaborative data inquiry, action learning, classroom visits and professional conversations.

**Differentiated Instruction**

- Develop, resource and implement a professional development and coaching program (Master Teacher Project) to support teachers in data gathering, collation, analysis and use.
- Top up STLAN position (0.3FTE) to provide focused intervention for students identified in the upper two bands for Reading and Numeracy.

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**David Hillhouse**  
Principal  
Torbanlea State School

**Dr Jim Watterston**  
Director-General  
Department of Education, Training and Employment