Under this agreement for 2014
Serviceton South State School will receive

This funding will be used to

- Continue NP-funded programs to develop **Reading** skills to increase proportion of students in the upper two bands and decrease proportion of students not achieving national minimum standards when compared with previous school results and cohort analyses.
- **NMS aspirational targets:** Yr3: 92% rf PAT, Yr5: 94% rf NAPLAN; Yr7: 87% rf NAPLAN
- **U2B aspirational targets:** Yr3: 25% rf PAT, Yr5: 25% rf PROBE2; Yr7: 20% rf cohort data
- Continue NP-funded programs to develop **Numeracy** skills to increase proportion of students in the upper two bands and decrease proportion of students not achieving national minimum standards when compared with previous school results and cohort analyses.
- **NMS aspirational targets:** Yr3: 92% rf PAT, Yr5: 93% rf NAPLAN; Yr7: 88% rf NAPLAN
- **U2B aspirational targets:** Yr3: 25% rf PAT, Yr5: 24% rf NAPLAN; Yr7: 20% rf cohort data

Our strategy will be to

- Implement programs commenced under NP-funded programs to improve **Reading** as a schoolwide strategy, with an emphasis on developing skills in the early years and moving forward with increased expectations. School trials and research-based evidence in 2013 support continuing to develop the school’s revised **guided reading** program, STRIVE vocabulary development, and in the early years, Foundation-Q, for 2014.
- Implement programs commenced under NP-funded programs to improve **Numeracy** as a school-wide strategy, with an emphasis on developing skills in the early years and moving forward with increased expectations. School trials and research-based evidence in 2013 support continuing to develop **RoleM** as an early-years mathematics program and develop this further through the upper school as evidence accumulates of its impact on student abilities to think mathematically. In 2014 this will focus on Prep to Year 3.
- Increase **high expectations** for student achievements through implementing the school’s 2013-developed **School-wide Pedagogical Framework** and School Wide Positive Behaviour **Support** programs to enhance student engagement in learning. The three focus areas of this are that: **Every student matters and every day counts** including layered levels of differentiation and student engagement, **Show we care and have high expectations** (including student-teacher relationships, school and classroom climate, and goal-setting), and, **Visible learning – knowing our impact** (including data analysis for targeted teaching). The focus for 2014 will be directed at reading and numeracy, and lower school improvements in student performance, as well as embedding **explicit teaching** and **differentiation** as part of whole-school operations.
- Increase **student engagement** through developing stronger partnerships with our families to share focus on student engagement with schooling and school learning.
Great Results Guarantee

Our school will improve student outcomes by

- Resources, books and stationery
- Increase assessment items to allow more detailed analysis of student needs; increase reading materials in lower school; increase range of support materials for improved differentiation for student needs; and especially in vocabulary development as a key factor in the local community
- Wages – Teacher Aide
- Additional support for lower school student
- Wages - NCT, Admin
- Release time for lead teachers to mentor, coach, develop and refine programs to enhance student outcomes; additional Admin allocation to reinforce student services
- Wages - HOC, CLO
- Rolling out changes begun under NPS and servicing the school improvement agenda in student attendance, engagement and student learning – this process has been largely responsible for the school being able to effect such significant improvement in student results in 2013
- Wages – Teaching in lower school
- Supporting improved learning groups and differentiation in lower school, including more balanced Prep, and to enable focused learning programs for improved lower school outcomes
- Connecting learning and community (KLA-related)
- Allowing greater connection between environment and KLA learning, particularly directed at vocabulary and student-centred learning as identified local priority areas for improving student outcomes
- Teacher planning and performance TRS
- Allowing a movement from unit-planning to data-driven student-centred planning enabling delivery aimed at improved differentiating of learning for students

$60,285
$4,000
$32,000
$109,990
$25,000
$18,250
$30,000

$279,440

**Kim Tvede**  
Principal  
Serviceton South State School

**Dr Jim Watterston**  
Director-General

*Based on 2013 data. To be updated when 2014 enrolment data is finalised.*