

Investing for Success

Under this agreement for 2022

Ramsay State School will receive

\$15,438*

This funding will be used to

Target	Measures
Close the gap in the reading achievement of Year 4 Aboriginal students.	All Year 4 Aboriginal students will show a 1 year progression by end of Year 4 using PM Reading data, Probe and standardised testing. Plans are in place to address the needs of all these students.
Evidence based plans for all those children (in years 3 and 5) who are either identified as being at risk of not achieving National Minimum Standards (NMS) or have been identified as being just below the Upper 2 Bands (U2B) standard.	75% of students will reach minimum standards in English and Maths. 100% English overall improvement in A-E data for this cohort. 100% English C or better for year 3, Semester 2 and overall improvement in A-E data for this cohort.
Improve reading levels and access to individualized curriculum outcomes of students working from Individual Curriculum Plans (ICPs) and Highly Individualized Curriculum (HIC) plans.	PM reading data and standardised testing. Results from ICPs and HICs.
Build the capacity of teachers and teacher aides to support all students including those with learning difficulties.	100% of teachers to train with the SET so they can address the standards and goals in students ICPs. All Teacher Aides to do online Professional Development with the Reading and Writing Centre – Supporting Reading in the Early Years.

Our initiatives include

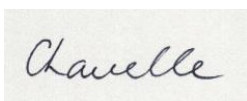
Initiative
Establishing effective processes for tracking information and for case management priorities to identify and address the learning needs of Aboriginal and Torres Strait Island students and SWD students. Identifying resourcing needs through analysis of ICP standards and goals.
Analysing data on a regular basis to determine teaching strategies to best meet student needs. Target the teaching of these identified students in Reading, Comprehension and Mathematics using this data. Plan programs and interventions through Case Management Meetings.
Building teacher capacity through staffing arrangements that allow time for teachers to work with small groups or individuals on identified learning needs and to track students on ICPs.
Providing professional development and coaching to ensure teachers are able to deconstruct Australian Curriculum (including General Capabilities) and associated resources to provide reading instruction content and provide targeted and scaffolded instruction to secure highly effective teaching of essential reading concepts and skills in every classroom. To provide planning time so teachers can co-plan, moderate and work effectively with the 3 levels of planning.



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Our school will improve student outcomes by

Actions	Costs
Purchasing iPads for the individual use of Students with disability and teachers to facilitate learning and communication needs of these students.	\$3,438
Purchasing iPads for classrooms so students can have access to learning technologies that meet their needs and are portable to outside learning environments.	\$5,000
Employing additional teacher aide time to support the learning programs of Students with Disability and indigenous students.	\$2,000
Purchasing TRS time to facilitate the intentional professional collaboration of a team including teachers undertaking SET planning and Principal to plan the program and teaching pedagogies to be used to address the learning needs of students with ICPs and to use data to target comprehension and mathematics with identified students and to support ICPs and the plans of indigenous students.	\$5,000
TOTAL	\$15,438



Cathy Lavelle
Principal
Ramsay State School



Michael De'Ath
Director-General
Department of Education



**Queensland
Government**