

# Investing for Success

## Snapshot report

### Under the Investing for Success Agreement for 2017

Kruger State School received

**\$783 210**

Our full 2017 agreement can be found at: [Investing-for-success 2017 agreement](#)>

## Our school initiatives are showing substantial progress toward our targets

After reviewing our 2017 *Investing for Success* agreement, it is clear that we have made progress toward our targeted student outcomes. We will continue to focus on maximising the benefits of this funding for our students, and adjust our initiatives as needed to ensure every student succeeds.

Initiatives implemented include:

- Coaching and Professional Development to implement the Systematic Curriculum agenda with a focus on collaborative planning, Explicit Instruction, Active Participation and Feedback in Reading (including Synthetic Phonics), Mathematics and English
  - 100% of class teachers and specialists participated in a coaching program this year as part of the implementation of the school's Systematic Curriculum agenda through collaborative planning
- Embed the school's Reading Process with a focus on Explicit Instruction, Guided Reading and High Impact Strategies
  - 100% of class teachers (differentiated according to needs) participated in a coaching program focusing on implementing evidence-based, high quality teaching and learning practices in Reading, embedding a consistent approach across the school
  - Using the Inquiry Model, targeted students were identified for intervention (support & extension) to develop reading skills including decoding, synthetic phonics, fluency, comprehension and vocabulary development
  - Some outstanding ATSI Reading results – Students in Yr 3 56%, Yr 2 72%, Yr 6 82% and Yr 5 83% attained at or above C level
  - The percentage of Prep students achieving Early Start Literacy standards increased from 1% on entry to 47% by December
  - 66% of students achieved a C level or above in English this year
  - The targeted use of Teacher Aides to support the Reading Process in every class in the school
- Whole School Mathematics review to establish and implement High Yield Strategies into the teaching of Maths
  - 100% of class teachers and specialists participated in PD run by Professional Learning Team – Mathematics focusing on the High Yield Strategies of CRA, High Quality Questioning and High Quality Student Talk
  - 100% of class teachers began the cycle of coaching this year as part of the implementation of the school's Systematic Curriculum agenda through collaborative planning
  - The percentage of Prep students achieving Early Start Numeracy standards increased from 27% on entry to 63% by December
  - 70% of students achieved a C level or above in Mathematics this year
- Embed the school's engagement strategies and associated processes including regular monitoring and follow up
  - Using a PBL lens, case-management processes were refined, trial coaching opportunities were offered by the HOC-LE and whole school data tracking was used to refine school-wide PBL practices
  - Although the number of students who received an SDA has stayed the same as 2016, the number of students with multiples have increased
- Focused and differentiated teaching for EAL/D and SEU students to achieve relevant year-level achievement standards and benchmarks
  - Focused SEU support for Yrs 1-3 and Yrs 3-6 ICP & ILP groups in Reading, Literacy and Numeracy, resulting in at least 80% of the students achieving C standard on their ICP and will be moving up a level next year
  - Focused EAL/D process of support at 3 levels (New Arrivals/Beginners, Post Beginners & Mainstream Differentiated Classroom) across the school - Results show that between 85% (Middle Phase) and 90% (Early Years) of students maintained or increased their Bandscale level in Reading