Investing for Success

Under this agreement for 2018
Western Suburbs State Special School will receive

This funding will be used to

Support a whole school approach to balanced literacy to assist the teaching of literacy across all year levels.
Develop a shared understanding of ‘data literacy’ and support teachers and leadership teams to effectively use data to inform targeted teaching.
Develop teacher knowledge and understanding of the P-10 Australian Curriculum content descriptions and achievement standards by designing and supporting processes for robust intra-school moderation.
Increase teachers’ capabilities to create and use GTMJ to support reporting of students achievements.
Develop, resource and implement a professional development and coaching program to support teachers in analysis of their practice and enhance student outcomes.

The Balanced Literacy Model utilises evidence based practice which will be enhanced through the development of Teachers data literacy skills.

Our initiatives include

Employ additional speech language pathologist time to support student communication within balanced literacy and to develop structured oral language programs for implementation by teachers and monitor student progress.
Provide targeted professional development and coaching to deepen teachers’ understandings of the Australian Curriculum: mathematics learning area and provide targeted and scaffolded instruction to secure highly effective first teaching of essential mathematical concepts and skills in every classroom.
Develop a shared understanding of ‘data literacy’ and support teachers and leadership teams to effectively use data to inform targeted teaching.
Purchase assistive technology (AAC) to support and enhance student learning across all sectors of the school.
Provide TRS to enable triads of teachers/leaders to engage in collaborative data inquiry, action learning, classroom visits and professional conversations.
Build teacher capability to use technology to differentiate and improve student learning.
Develop teachers’ capability to design and deliver age-appropriate highly individualised curriculum plans for students operating in the general capabilities of the Australian Curriculum.
Build teacher capability in gathering and using evidence to determine the different year-level curriculum students require to access the Australian Curriculum and to develop and successfully implement challenging but achievable Individual Curriculum Plans.

* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.
<table>
<thead>
<tr>
<th>Our school will improve student outcomes by</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing targeted support, coaching and mentoring to deliver Augmented and</td>
<td>$ 25,000</td>
</tr>
<tr>
<td>Alternative Communication (AAC) outcomes for students with additional Speech</td>
<td></td>
</tr>
<tr>
<td>Language Pathologist time. Access to AAC coach.</td>
<td></td>
</tr>
<tr>
<td>Teacher release</td>
<td>$ 24,054</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$ 10,000</td>
</tr>
<tr>
<td>Additional Teacher Aide Support</td>
<td>$ 30,000</td>
</tr>
<tr>
<td>Purchasing learning resources, including communication/literacy assessments,</td>
<td>$ 25,000</td>
</tr>
<tr>
<td>instruments, texts, hardware and ICT hardware / software</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$114,054</td>
</tr>
</tbody>
</table>

*Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrollment data are finalised.*

Peter McGill  
Principal  
Western Suburbs State Special School

Cate Hottot  
School Council Chair  
Western Suburbs State Special School