

Investing for Success

Under this agreement for 2018

Dirranbandi P-10 State School will receive

\$41,221

This funding will be used to

Target	Measure
<p><i>Increase the percentage of Prep, Year 1 and Year 2 students achieving at or above benchmark for all literacy data; Magic 100/200 sight words, Letter/Sound recognition, PM reading, English A-C from % in 2017 to % in 2018.</i></p>	<p>Base-line/Endpoint:</p> <ul style="list-style-type: none"> English %A-C Sem2, 2018 % above benchmark literacy data; Magic 100/200 sight words, Letter/Sound recognition, PM reading Sem2, 2018 NAPLAN Y3 Reading data 2019 <p>Comparison:</p> <ul style="list-style-type: none"> 2017 Literacy Benchmark/Diagnostic Data (Magic 100/200 sight words, Letter/Sound recognition, PM reading) English A-E data NAPLAN Reading Data NMS similar schools <p>Monitoring:</p> <ul style="list-style-type: none"> Diagnostic data(Magic 100/200 sight words, Letter/Sound recognition, PM reading) English A-E data Mapping of Literacy Continuum Observation/Coaching/Feedback processes
<p><i>Increase the number of students on ICPs/EBPs achieve their reading targets from the end of 2017 to the end of 2018</i></p>	<p>Base-line/Endpoint:</p> <ul style="list-style-type: none"> Gain in literacy data; Magic 100/200 sight words, Letter/Sound recognition, PM reading from Sem1 to Sem2, 2018 Gain on Literacy Continuum: critical aspects - reading <p>Comparison:</p> <ul style="list-style-type: none"> 2017 Literacy Benchmark/Diagnostic Data (Magic 100/200 sight words, Letter/Sound recognition, PM reading) English A-E data <p>Monitoring:</p> <ul style="list-style-type: none"> Case Management Diagnostic data(Magic 100/200 sight words, Letter/Sound recognition, PM reading) English A-E data Mapping of Literacy Continuum Observation/Coaching/Feedback processes

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



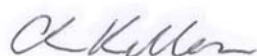
Our initiatives include

Initiative	Evidence-base
Build teacher capability to respond to data through refining case management processes, and provide mentoring to interrogate data and implement data responsive intervention cycles.	Sharratt, L, & Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, US
Provide additional support to implement: <ul style="list-style-type: none"> Targeted intervention Case Management processes Mentoring processes 	<p>Fisher D, Frey N & Hattie, 2016, Visible Learning for Literacy: Implementing the Practices that work best to accelerate student learning.</p> <p>Wheldall, K., & Madelaine, A. (Eds.). (2009). Assessment for effective literacy instruction with low-progress students [Special issue]. Australian Journal of Learning Difficulties, 14(1).</p> <p>Wheldall, K., & Beaman, R. (2000). An evaluation of MultiLit: 'Making Up Lost Time In Literacy'. Canberra: Department of Education, Training and Youth Affairs.</p>

Our school will improve student outcomes by

Actions	Costs
0.2 FTE Literacy Support Teacher to lead Case Management processes and mentor teachers in implementing short term data responsive intervention cycles.	\$17,668
Teacher Aide wages to provide additional support to implement targeted intervention focused on improving student achievement of personal learning goals (reading) through ASG initiative	\$23,553

Actions	Costs
Provide targeted professional learning (incl. THRASS, Multi-lit, How to teach reading online modules) supported by planning, modelling, observation and feedback processes.	School Funded
Intervention Support – Mini/multi Lit, Sight words, THRASS (TA 3 hrs/week, T 4hrs/week)	School Funded
Implement action research project lead by Master Teacher, focused on effective pedagogical practices of teaching and consolidating phonological awareness and phonics, in Years Prep, One and Two.	Master Teacher allocation
Establish a Literacy Team (Reading) to drive school improvement using the inquiry cycle.	Nil



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