

Investing for Success

Under this agreement for 2016

Sandy Strait State School will receive

\$404,697*

This funding will be used to

- Employ quality, researched teaching and learning strategies which ensure all (100%) students in Years 3 and 5 achieve or exceed National Minimum Standard in Numeracy and Literacy by 2016.
- Increase the percentage of students in Years 1 - 6 achieving a 'C' standard or above in English to 80% in 2016.
- Increase the percentage of students in Years 1 - 6 achieving a 'C' standard or above in Mathematics to 80% in 2016.
- Increase the percentage of Prep students able to read and comprehend short, predictable texts and compose and record short, meaningful sentences to 80% at the reporting level of 'Working With' or better.
- Every student accessing a different year level curriculum (that is, with an Individual Curriculum Plan) will achieve a 'C' standard or better against the relevant year-level achievement standard.

Our initiatives include

- Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards.
- Develop a shared understanding of 'data Literacy' and support teachers and leadership teams to effectively use data to inform targeted teaching.
- Increase teachers' repertoire of effective strategies for teaching text processing and comprehension across learning areas or subjects.
- Increase teachers' capabilities in miscue analysis when conducting running records to identify misconceptions in reading comprehension and decoding strategies.
- Provide 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 teacher capability with respect to designing curriculum-aligned monitoring tasks (for short-term data cycles).
- Develop teachers' capability to embed feedback in the teaching and learning cycle.
- Revisit, refine or revise the school pedagogical framework and embed it as the shared language of teaching and learning.
- 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 and inter-school moderation.

Our school will improve student outcomes by

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| • Employing an additional Intensive Intervention Teacher in Prep and Year 1 focusing on Oral Language development, SSP (Phonological/ Phonemic Awareness) and Early Reading strategies to support at risk students. This teacher will provide small group intensive intervention to students identified through oral language screeners and standardised testing. | \$90,000 |
| • Employing an additional Intervention teacher aide to work with the Intensive Intervention Teacher supporting at risk students in Prep and Year 1 in the area of Oral Language, Phonological/ Phonemic Awareness and Early Reading development. | \$29,000 |

* Funding amount estimated on 2015 data. Actual funding will be determined after 2016 enrolment data are finalised.

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- Employing a Speech Language Pathologist to support and mentor Prep- Year 2 teachers to implement the “SSP- Speech Sounds Pics” and “Words Their Way” programs aimed at improving student’s spelling and writing development. \$20,000
- Employing a Support Teacher Literacy and Numeracy to work in early years classrooms using Reading Recovery and First Steps in Reading approaches to develop early literacy skills. \$20,000
- Employing an additional, experienced teacher to mentor teachers in running records and miscue analysis and implementing best practice reading strategies with whole class and small groups of children in Prep to Year 6. \$61,000
- Regularly releasing teachers to work with the Reading Mentor teacher for data analysis and pedagogical reflection to identify misconceptions in understanding and plan responsive teaching. 30,000
- Providing relief teachers (TRS) to support teachers to conduct running records and miscue analysis in order to target classroom reading programs to the needs of individual students. \$10,000
- Employing additional teacher aides to work with the Intensive Intervention teachers in the area of word study and vocabulary. \$14,000
- Regularly releasing all teachers from Prep to Year 6 to work in year level teams and individually with the Master Teacher focusing on data analysis, the big ideas in Number and Algebra, utilising high interest Numeracy warm ups to identify misconceptions and inefficient methods in student’s problem solving and Mathematical reasoning. \$40,000
- Releasing all classrooms teachers each semester to participate in “Learning Rounds” to embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning. \$27,000
- Allocating TRS to release classroom teachers to work with Leadership Team focussing on classroom data and target setting in 5 weekly intervals. \$18,000
- Allocating TRS to release classroom teachers to support year level moderation and cross-year moderation working groups each term. \$20,000
- Allocating funds to purchase coded readers to support the SSP program in Prep. \$5,000
- Allocating funds to purchase iPads for Prep to support the SSP programs. SSP Brain training videos will be loaded on to iPad for individual code level use. SSP related apps for reinforcement. \$10,000
- Allocating funds to purchase additional BAS reading kit and resources to support the analysis of reading in Years 4 - 6. \$ 2,000
- Allocating funds to purchase low level / high interest readers to support intervention programs. \$ 8,697



Sharon McMorrow
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Sandy Strait State School



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