

Investing for Success

Under this agreement for 2018

Whitfield State School will receive

\$426,494*

This funding will be used to:

- Guarantee that every student in Year 3 will either:
*Achieve National Minimum Standard (NMS) in literacy for their year level or
Have an evidence based learning plan in place to address their specific learning needs.*
- The focus of our school's *Investing for Success* program will be to improve the reading and writing achievement of all students enrolled in Prep to Year 3

In 2018

- Increase the % of Year 3 students meeting NMS in NAPLAN Reading from 92% to 95%
- Ensure at least 95% of Prep students attain a PM reading level of 5 and 85% attain the PM level of 9 by the end of the year
- Ensure 95% of Year 1 students attain a PM level of 15 and 85% attain a PM level of 19 by the end of the year
- Ensure at least 95% of Year 2 students attain a PM reading level of 20 and 85% attain a PM level of 25 by the end of the year
- Ensure at least 85% of P-2 students achieve a "C" or above on writing assessment tasks by the end of the year
- Develop a PLP or Individual Curriculum Plan (ICP) for every student enrolled from Prep to Year 2 who is currently below NMS targets in reading and writing

Our initiatives include:

- Enhance teacher capability in explicit teaching, learning consolidations, higher order thinking and other professional learning (Evidence base is Archer and Hughes, Hollingsworth, Hattie)
- Implement the AITSL professional learning framework for all teachers, with a reflection focus on reading and writing and differentiating the process for aspirant HAT/LT and Leadership groups
- Enhance the use of Foundation Learning Programs in phonics, phonemic awareness, spelling, comprehension, writing, grammar and a reading scheme to ensure that the teaching of the fundamental skills of reading and writing are embedded (Evidence base is John Fleming)
- Build teacher aide capability to support student's reading development, aligning this with classroom practice.
- Formally review student performance data against benchmark targets every five weeks to identify students requiring differentiation and/or intensive support
- Build teacher capability to differentiate at all levels through coaching and other professional learning (including ICP's, PLP's and EAP profiles)
- Refinement of a whole-of-school intensive support program to support students who have been identified as "at risk" of not achieving their Year Level benchmark
- Provision of time for year level teams of teachers to meet regularly to use a collaborative inquiry approach to improve the teaching and learning program delivery and maximise student learning outcomes (Evidence Base is Hattie)
- Employment of an Attendance Officer to support families to have their children regularly attend school

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



**Queensland
Government**

Our school will improve student outcomes by:

Actions	Costs
Human Resources <ul style="list-style-type: none"> Pedagogical Coach (Early Years) Curriculum Support Attendance Officer 	\$236,000
Purchase of Physical resources <ul style="list-style-type: none"> Teaching resource materials Early years - age appropriate pedagogies resources 	\$10,000
Staff Capability Development <ul style="list-style-type: none"> Professional Learning program for teachers and teacher aides Release time for collaborative inquiry and evaluation Release time for collaboration with IEC case managers to develop ICP's, PLP,s and EAP profiles 	\$181,340
TOTAL	\$427,340

*Costings are approximate.



Helen Foulger
Acting Principal
Whitfield State School



Patrea Walton
A/Director-General
Department of Education

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