

Investing for Success

**Under this agreement for 2017
Whitfield State School will receive**

\$426,170

This funding will be used to

- Guarantee that every student in Year 3 will either:
 - Achieve 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 levels of all students enrolled from Prep to Year 3.

In 2017:

- Increase the % of Year 3 students meeting NMS in NAPLAN reading from 90% 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 at least 95% of Year 1 students attain a PM reading level of 15 and 85% attain a PM reading 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.
- Develop a learning plan for every student enrolled from Prep to Year 2 who is currently below NMS in reading and writing.

Our initiatives include

- Build teacher capability in explicit teaching and learning consolidation through coaching and other professional learning (Evidence base is Archer and Hughes, Hollingsworth, Hattie).
- Implement the AITSL professional learning framework for all teachers.
- Adopt the 'Big Six of Reading' as the pedagogical framework in the Early Years. (Evidence base is Anne Bayetto, OFSTED, Rose Report, PALLIC, Teaching Reading in DEST 2005).
- Consolidate the use of Foundation Learning Programs in phonics, phonemic awareness, spelling, comprehension, grammar and a reading scheme to ensure that the teaching of the fundamental skills of reading are embedded (Evidence base is John Fleming).
- Renew the Early Years curriculum framework by adapting C2C units to align with Foundation Programs (Evidence Base is John Fleming).
- Formally review student performance data against benchmark targets every five weeks to identify students requiring differentiation and/or intervention programs (Evidence Base is John Fleming).
- Provision of additional support for high achieving students to further accelerate the development of their reading and writing capacity.
- Refinement of a whole-of-school intervention 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.

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Our school will improve student outcomes by

<ul style="list-style-type: none"> • Human Resources: <ul style="list-style-type: none"> ○ Pedagogical Coach (Early Years) ○ Teacher Aide support ○ Attendance Officer 	\$266 410
<ul style="list-style-type: none"> • Purchase of Physical Resources: <ul style="list-style-type: none"> ○ Teaching resource materials 	\$14 395
<ul style="list-style-type: none"> • Staff Capability Development: <ul style="list-style-type: none"> ○ Professional learning program for teachers and teacher aides ○ Release time for collaborative inquiry and evaluation 	\$145 365



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