

Investing for Success

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

\$265,600*

This funding will be used to

- Improve NAPLAN Year 3 Reading National Minimum Standard from 84.6% in 2015 to 90% in 2017.
- Improve NAPLAN Year 5 Reading National Minimum Standard from 85% in 2016 to 90% in 2017.
- Improve Year 1 Reading achievement aligned to the Darling Downs South West Regional Benchmarks from 59% at or above Regional Benchmark to 75% at or above Regional Benchmark by the end of 2017.
- Improve Year 2 Reading Standards aligned to the Darling Downs South West Regional Benchmarks from 66% at or above Regional Benchmark to 75% at or above Regional Benchmark by the end of 2017.
- Improve Year 3 Reading Standards aligned to the Darling Downs South West Regional Benchmarks from 54% at or above Regional Benchmark to 75% at or above Regional Benchmark by the end of 2017.
- Improve the percentage of year 3 students achieving in the NAPLAN upper two bands in reading from 24% to 27%.
- Improve the percentage of year 5 students achieving in the NAPLAN upper two bands in reading from 17% to 20%.
- Improve the percentage of prep, year 4 and year 6 students achieving the regional reading level benchmark in by 3% in 2017.

Our initiatives include

- Providing focused and intensive teaching targeted in response to on-going monitoring of student progress in order to improve the quality of their demonstrations of learning against the relevant year level achievement standard.
- Building teacher and teacher aide capability in embedding CAFE Model of Reading Assessment and Instructions and Words Study through regular coaching conversations and participating in Professional Learning Communities. Evidence: Bouchey, G. and Moser, J. The CAFE Book. Defour, R. Professional Learning Communities at Work.
- Building teacher capability in analysing student performance data to develop differentiated programs to improve individual student outcomes. Evidence: Hattie, John. (2012). Visible Learning for Teachers. Archer, Anita. (2011). Explicit Instruction: Effective and Efficient Teaching. Sharratt, Lyn. (2012). Putting Faces on the Data. Whitmore, J. (2005). Coaching for performance: GROWing, people, performance and purpose. (3rd ed)
- Supporting early reading development by facilitating optimal transition activities through partnerships within the birth to 8 sector (parents, community organisations, early years educators in ECEC centres) and the school along with other stakeholders in the Newtown State School community. Evidence: Centre for Community Child Health. (2008). Linking Schools and Early Years Project Outcomes Framework. Melbourne: The Royal Children's Hospital.
- Building leadership capability to develop dynamic teams focused on improving specific learning outcomes. Evidence: Simon Breakspear. Agile Sprints.
- Utilising the principles of Positive Education and Growth Mindset to help students achieve their reading goals. Evidence: Green, S. Positivity Institute.

Our school will improve student outcomes by

Employing 0.6 FTE teacher/pedagogical coach to:

\$ 70 000

- Providing direct intervention and intensive instruction in reading to small groups of students to assist them in achieving the year level benchmark
- Build staff capability to teach and support foundation reading skills (oral language, phonics, sight words, vocabulary, sentence-building, comprehension) by facilitating professional development

* Funding amount estimated on 2016 data. Actual funding will be determined after 2017 enrolment data are finalised.

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- Use observation, mentoring and coaching and feedback processes to build staff capability to embed:
 - CAFE Model of Reading Assessment and Instructions
 - Word Study
 - Student Performance Data Literacies
 - Continuum of Support
 - Age-Appropriate Pedagogies
- Monitor an intensive guided reading program across Prep to Year 3 classes
- Lead professional learning communities in undertaking collaborative short cycle data analysis to develop and implement differentiated teaching and learning plans in reading to support the needs of students

Employing 0.1 FTE project officer to: **\$10 000**

- Facilitate key partnerships within the birth to 8 sector to develop supportive transition programs for our students as a precursor to success at school
- Facilitate the implementation of Positive Education

Implementing a whole school CoTeaching Support Model to support reading and word study implementation **\$85 000**

Employing a speech language pathologist to provide oral language programs as a precursor to success in reading **\$10 000**

Purchasing resources to support the teaching of reading **\$15 000**

Increasing community confidence, connection and belonging to the school and the wider Toowoomba community through increased cultural events to allow greater opportunity for partnership building and open communication focused on student achievement **\$20 600**

Purchasing recognised online and reference resources to support the implementation of the targeted resources to support Upper Two Bands plans and programs **\$15 000**

Partnering with Queensland Educational Leadership Institute to customise and build the leadership capability of the Leadership Team by participating in the Community of Practice and Agile Sprints professional development **\$20 000**

Connecting with the Positivity Institute for professional development and program support **\$20 000**

J. M. Angus

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