

# Investing for Success

Under this agreement for 2022  
Newtown State School will receive

**\$401,747\***

## This funding will be used to

- Progress the explicit improvement agenda of:
  - The positive engagement of every student
  - That every student increases their vocabulary and makes progress in their reading
- Increase student attendance from 90% to 93%.
- Contribute to the target of 75% of students reaching their year level benchmark.
- Increase the number of students across the school achieving C or better in English by 3%.
- Build the capability of all staff involved in the teaching of reading to employ evidence-based, pedagogical practices in response to student achievement data.

## 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. *Evidence: Hattie, John. (2012). Visible Learning for Teachers.*
- Building teacher and teacher aide capability in embedding CAFE (Comprehension, Accuracy, Fluency, and Expand) Model of Reading Assessment and Instructions and Word Study through regular coaching, mentoring and feedback 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 precision in differentiation 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 and optimal conditions for learning by facilitating access to health services and transition activities through partnerships within the birth to 8 sector (parents, community organisations, early year's educators in Early Childhood Education and Care 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 the systems to facilitate intentional collaboration focused on improving specific learning outcomes in reading. *Evidence: Dr Pete Stebbins, High Performing Schools. Dr Simon Breakspear, Agile Schools. McDonald, I., Dixon, C., Tiplady, T. (2020). Improving Schools Using Systems Leadership: Turning Intention into Reality.*
- Utilising the principles and practices of Positive Education to support student engagement and wellbeing. *Evidence: Green, S. Positivity Institute. Kerford, D. U R Strong (Friendology Program)*
- Employing inclusive practices to enable accessibility to the curriculum by all students using the gradual release of responsibility model. *Fisher and Frey, The Effective Use of the Gradual of Responsibility Model.*



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## Our school will improve student outcomes by

<p><b>Releasing Teachers to work with Admin Staff offline each term:</b></p> <ul style="list-style-type: none"> <li>Teaching &amp; Learning Cycles – (Planning sessions with teachers)</li> <li>Data Analysis – (Differentiation/next steps)</li> <li>Supporting teachers in collating, analysing and using data to inform their targeted teaching of Reading</li> <li>Additional Teacher Release for professional development, peer observations of practice and school visits</li> </ul>	<b>\$ 40, 000</b>
<p><b>Employing additional Speech Language Therapist (0.2 FTE) to:</b></p> <ul style="list-style-type: none"> <li>Assess all Prep students</li> <li>Implement and co-teach a structured oral literacy program for Prep students with Prep teachers, support staff and aides.</li> <li>Write specific speech programs for identified students</li> </ul>	<b>\$21,320</b>
<p><b>Employing additional teacher aide time</b> to provide additional Literacy Group support in Prep to Year 6 and individual student support as required.</p> <p><i>Employing teacher aides to work with students to deliver the Gradual Release Model of Responsibility for Literacy, as well as intensive one on one reading and support for at risk students.</i></p>	<b>\$ 40, 000</b>
<p><b>Purchasing Resources</b> in the priority curriculum areas to ensure that students are delivered targeted ability level curriculum using relevant and appropriate resources.</p>	<b>\$ 20, 000</b>
<p><b>Redeploying an experienced teacher</b> to perform the role of “<i>Head of Department – Curriculum</i>”, working with teachers on pedagogy to develop and extend literacy skills of students (gradual release of responsibility model).</p> <p>Implementation of the Australian Curriculum across all learning areas.</p>	<b>\$81,433</b>
<p>Purchasing membership to the <b>Police Citizens’ Youth Club (PCYC) Restart Program</b> to develop student success in the Australian Curriculum – Personal and Social Capabilities</p>	<b>\$12,000</b>
<p><b>Employing an administrative assistant</b> to enact the administration associated with achieving the objectives of improvement priorities</p>	<b>\$43,000</b>
<p>Supporting the differentiated teaching of reading by <b>purchasing resources</b> (physical, online) and enable adjustments for the diverse needs of all students</p>	<b>\$20,000</b>
<p><b>Purchasing of digital signage</b> (x 2) to enhance effective communication with our school community.</p>	<b>\$50,000</b>
<p><b>Purchasing of audio visual equipment</b> for school Hall (Projector/Screen/Sound System) to create an additional learning space for staff and students as well as to utilise for school/community events and functions.</p>	<b>\$10, 357</b>
<p><b>Upgrading and purchasing of digital technology resources for effective classroom teaching and learning.</b> Includes Interactive touchboards and student laptops.</p>	<b>\$63, 637</b>
<b>TOTAL</b>	<b>\$401,747</b>



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**Michael De'Ath**  
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