

Investing for Success

Under this agreement for 2017
The Gap State School will receive

\$146,035

Our school improvement priorities and objectives are

School Improvement Priorities:

Reading and Writing

Objective 1:

To improve the writing achievement of year Prep to 6 students by utilising internal expertise to plan and implement the intentional, explicit teaching of writing.

Objective 2:

To improve the reading and numeracy achievement of prep students and students (Years 1 & 2) with identified learning needs, including students with: EAL/D background; speech and communication difficulties; gaps in reading, phonemic awareness, oral language and knowledge of language structures.

Objective 3:

To improve the explicit teaching of reading comprehension through providing pedagogical coaching by a reading coach.

The strategies or initiatives and costings are

Objective	Strategy	Alignment to EIA:	Target group to support:	Evidence Base: (Data, research, school-based information)	Costs:
1	Collaboratively develop year level writing units, exemplars and sequences of lessons with a focus on sentence structure and text cohesion. <ul style="list-style-type: none"> • ½ day (3 hours) release time per teacher per term 	Improvement agenda - writing	Yr 1 – 6 classroom teachers	<u>Data:</u> NAPLAN – writing A-E data – Writing <u>Research:</u> The Art and Science of Teaching (Robert Mazano) The School Improvement Hierarchy – Systematic curriculum delivery, Effective pedagogical practices & Expert teaching team <u>School-based evidence:</u> teacher feedback	\$20 000
2	Differentiate for prep students' needs and provide targeted explicit instruction in reading and writing.	Improvement agenda – reading, writing and numeracy.	Prep Students	<u>Data:</u> Running records data SPAT & PIPS data LOA data - English	

Investing for Success

	<ul style="list-style-type: none"> additional teacher aide time (11 hours/fortnight) 			<u>Research:</u> Lyn Sharratt, Parameter 5 (Early and Ongoing Intervention)	\$32 000
	<p>Support the learning needs of identified students.</p> <ul style="list-style-type: none"> additional time allocation for EAL/D teacher (5 hours/fortnight) additional time allocation for SLP (7.25 hours/fortnight) 	Improvement agenda – reading	EAL/D students and identified students with speech and language needs	<u>Data:</u> Running records data LOA data - English Specialised individual assessments <u>Research:</u> Lyn Sharratt, Parameter 5 (Early and Ongoing Intervention)	\$11 000 \$10 000
	<p>Provide targeted explicit instruction for children with gaps in reading, phonemic awareness, oral language and knowledge of language structures.</p> <ul style="list-style-type: none"> additional early phase teacher aide time 	Improvement agenda – reading	Year 1 and 2 students	<u>Data:</u> Running records data SPAT test, PIPS test Quick Test for Oral Language <u>Research:</u> Lyn Sharratt, Parameter 5 (Early and Ongoing Intervention)	\$51 035
3	Provide opportunities for teachers to work with school's reading coach to build capacity and proficiency in the explicit teaching of reading comprehension.	Improvement agenda - reading	Identified teachers	<u>Data:</u> Running records data Reading comprehension assessment <u>School Based evidence:</u> Teacher feedback Reading coach feedback <u>Research:</u> The Art and Science of Teaching (Robert Mazano) Better Learning Through Structured Teaching (Doug Fisher & Nancy Frey) The School Improvement Hierarchy – Systematic curriculum delivery, Effective pedagogical practices & Expert teaching team	\$22 000

Investing for Success

Improvement in student outcomes will be measured by

Objective 1:

Maintain and improve student outcomes in writing for year 3 and year 5 students as measured by NAPLAN (writing task) data (NMS/U2B/student relative gain). Improve quality of year 1 to 6 student writing as evidenced by school-based writing tasks.

Objective 2:

Maintain and improve student outcomes in reading and writing for students in Prep to Year 2 as measured by NAPLAN (reading and writing task) data and end of term reading data (PM Benchmarks).

Objective 3:

Maintain and improve student outcomes in reading and improve the pedagogical practices of identified teachers.

Targets:

- 2017 & 2018: Achieve 100% of students achieving National Minimum Standard in Year 3 and year 5 for reading and writing. Baseline 97%.
- 2017 & 2018: Maintain 70% in the U2B's for Year 3 Reading. Baseline 70%.
- 2017 & 2018: Achieve 60% in the U2B's for Year 3 Writing. Baseline: 48%.
- 2017: Achieve 30% in the U2B's for Year 5 Writing. 2018: Achieve 40% in the U2B's for Year 5 Writing. Baseline: 16%.
- 2017 & 2018 maintain 80% of students to achieve a minimum of reading level 7 PM Benchmark by the end of Prep. Baseline: 80%
- 2017 & 2018 maintain 85% of students to achieve a minimum of reading level 16 PM Benchmark by the end of Year 1. Baseline: 85%
- 2017 & 2018 maintain 90% of students to achieve a minimum of reading level 22 PM Benchmark by the end of Year 2. Baseline: 90%



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