

Investing for Success

Under this agreement for 2020
The Gap State School will receive

\$162,761

This funding will be used to

School Improvement Priorities:

Reading, Writing and Maths

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 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.

Our initiatives include

Objective	Strategy	Alignment to EIA:	Target group to support:	Evidence Base: (Data, research, school-based information)	Costs:
1	Collaboratively de-construct modelled texts (A, B & C samples) in preparation for Bump It Up Walls. Implement high yield strategies from Ped Framework including student goal setting and explicit teaching <ul style="list-style-type: none"> Full day release time per teacher per term Collaboratively plan Maths units of work, assessment tasks and teaching sequence.	Improvement agenda – writing, maths	Year Prep to Year 6 classroom teachers	<u>Data:</u> NAPLAN – writing, numeracy A-E data – Writing, Maths <u>Research:</u> The Art and Science of Teaching (Robert Mazano), Fisher & Frey, John Hattie The School Improvement Hierarchy – Systematic curriculum delivery, Effective pedagogical practices & Expert teaching team	\$43,361
2	Additional Support Teacher Literacy and Numeracy – 2 days per week	Improvement agenda – reading	Year Prep to Year 2	A-E data – Reading Early Phase Screeners NAPLAN – Year 3 Data	\$40,000
3	Additional targeted intervention by the Speech Language Pathologist to support the learning needs of identified students. <ul style="list-style-type: none"> additional time allocation for SLP (7.25 hours/fortnight) 	Improvement agenda – Reading and Writing	Students with speech and language needs	<u>Data:</u> Running records data Specialised individual assessments <u>Research:</u> Lyn Sharratt, Parameter 5 (Early and Ongoing Intervention)	\$10,400



4	Additional Early Phase teacher aide time: Provide targeted explicit instruction for children with gaps in reading, phonemic awareness, oral language and knowledge of language structures.	Improvement agenda – reading	Prep to Year 2	<u>Data:</u> Running record data SPAT test, Quick Test Quick Test for Oral Language <u>Research:</u> Lyn Sharratt, Parameter 5 (Early and Ongoing Intervention)	\$55,000
5.	Additional targeted intervention by the EALD teacher to support the learning needs of identified students.	Improvement agenda – reading & writing	P to Year 6	<u>Data:</u> NAPLAN Year 3 A-E Data English and Writing PM Running Records <u>School Based evidence:</u> Teacher feedback Reading coach feedback <u>Research:</u> Lyn Sharratt, Parameter 5 (Early and Ongoing Intervention) The School Improvement Hierarchy – Systematic data collection, strategic use of school resources	\$14,000

Our school will improve student outcomes 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 (A-E Data).

Objective 2:

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

Targets:

- 2020: Achieve 100% of students achieving National Minimum Standard in Year 3 and year 5 for reading and writing. Baseline 97%.
- 2020: Maintain 70% in the U2B's for Year 3 Reading. Baseline 70%.
- 2020: Achieve 70% in the U2B's for Year 3 Writing. Baseline: 48%.
- 2020: Achieve 50% in the U2B's for Year 5 Writing. Baseline: 16%.
- 2020 maintain 80% of students to achieve a minimum of reading level 7 PM Benchmark by the end of Prep. Baseline: 80%
- 2020 maintain 85% of students to achieve a minimum of reading level 16 PM Benchmark by the end of Year 1. Baseline: 85%
- 2020 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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