

# Investing for Success

Under this agreement for 2017  
Noosaville State School will receive

**\$182,641\***

## Our school improvement priority/ies and objectives are

- **Explicit Improvement Agenda**
  - Numeracy:** Problem Solving & mental computation
  - Literacy:** Reading Comprehension (P – 6), decoding (P-2) – (embedding phase)
  - Spelling - (introductory phase)
- **Objectives and Target Groups**
  - Numeracy:** Improve student achievement of Prep - 6 students in mathematics through building in staff, increased knowledge and understanding of the Australian Curriculum: Mathematics, and creating high-quality, consistent practices and shared beliefs in the effective teaching of Mathematics.
  - Literacy:** Continue to embed a whole school approach to the teaching of reading and commence development of a whole school approach to spelling, developing teacher capability and confidence in understanding of the Australian Curriculum and improving student engagement and performance for students in P-6.
- **Evidence –base**

Numeracy Research	Literacy Research
<p><a href="#">Teaching Mathematics: Using research-informed strategies (Sullivan);</a></p> <p><a href="#">Targeted teaching - Grattan Institute;</a></p> <p><a href="#">Mindset Revolution (Boaler)</a></p> <p><a href="#">The Politics of Collaborative Expertise (Hattie, 2015)</a></p> <p><i>Sharratt, I and Fullan, M – Putting Faces on the Data</i></p> <p><i>Feedback (Marzano – The Art and Science of Teaching)</i></p> <p><i>(DETE Parent and Community Engagement Framework)</i></p> <p><b>Data:</b> LOA, NAPLAN – NMS, U2B, student relative gain;</p> <p><b>School-based evidence:</b> NAH cluster Principals commitment to consistent, collaborative practices to improve student outcomes, UQ action research project, teacher feedback, SOS</p>	<p><i>Gradual Release of Responsibility Pearson &amp; Gallagher 1993</i></p> <p><i>Sharratt, I and Fullan, M – Putting Faces on the Data</i></p> <p><i>Marzano – The Art and Science of Teaching</i></p> <p><i>DETE Parent and Community Engagement Framework</i></p> <p><a href="#">The Politics of Collaborative Expertise (Hattie, 2015)</a></p> <p><b>Data:</b> LOA, NAPLAN – NMS, U2B, student relative gain;</p> <p><b>School-based evidence:</b> teacher feedback, SOS</p>

## The strategies or initiatives and costings are

Participate in regional and on-site professional learning in order to enhance:

- teacher knowledge of the Australian Curriculum: Mathematics and English (Reading and Spelling)
- school-level and classroom planning for responsive teaching based on analysis and discussion of curriculum-aligned data

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Initiatives/strategies	Cost	Initiatives/strategies	Cost	
<b>Engage Maths Researcher</b> (Merrilyn Goos)	\$2000			\$2000
<b>Building Teacher Capacity - Maths</b> * Access to HOD Regional Support - Cluster Student-free day/s- all teachers - Cluster workshops * Lead Learner & School Leaders to attend. 7 teachers x 6 workshops @\$420/day= \$17640 * Team Year Level Planning (per term) \$8200 * Regional/other opportunities e.g. Peter Sullivan etc \$1000 * Professional resource materials \$500	\$27340	<b>Building Teacher Capacity – English</b> * Access to HOD Regional Support for School & Lead Learners to assist planning using Australian Curriculum 7 Lead Learner teachers x 4 workshops @\$420/day=\$2940 (\$11760) * School Leaders & Lead Learner (year level reps) to lead: - Team Year Level Planning (\$12320/year) 1/term - Embed GRR Model in Reading to enhance reading comprehension & decoding (\$4880) - Spelling – development of evidenced-based spelling program/framework (\$4880) * Regional/other opportunities e.g. Phonemic Awareness etc \$3000 * Professional resource materials –Spelling WTW \$5000	\$41780	\$69120
<b>Pedagogical Support – Numeracy</b> .2 Support Teacher Numeracy (P-2) to: - support year level teams & individual teacher to plan for responsive teaching based on analysis & discussion of data (Early Start, Maths Continuum) - assist the capacity building of lead learners to provide expertise, differentiated support, feedback to year level teams, individual teachers	\$ 13896	<b>Pedagogical Support – Literacy</b> . 3 Support Teacher Numeracy (P-2) to: - support year level teams & individual teacher to plan for responsive teaching based on analysis & discussion of data (Early Start, Literacy Continuum) - assist the capacity building of lead learners to provide expertise, differentiated support, feedback to year level teams, individual teachers,	\$27793	\$41689
<b>Professional practice &amp; engagement</b> Use peer observation, feedback, differentiated coaching & learning communities to improve teaching practice linked to Annual Performance Review & Australian Professional Standards	\$5600	<b>Professional practice &amp; engagement</b> Use peer observation, feedback, differentiated coaching & learning communities to improve teaching practice linked to Annual Performance Review & Australian Professional Standards	\$11200	\$16800
<b>Teacher Aide Support</b> Employ teacher-aides to work across P to 6 classrooms to support teachers in providing regular: - numeracy support	\$17670	<b>Teacher Aide Support</b> Employ teacher-aides to work across P to 6 classrooms to support teachers in providing regular: - guided reading (? times per week),	\$32362	\$50032

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- small group and intensive 1-1 interventions		- small group and intensive 1-1 interventions - oral language intervention		
<b>Parent Engagement - Maths</b> Parent Maths Workshops (per semester) - preparation time for lead learners to plan delivery - workshops materials, catering	<b>\$1000</b>	<b>Parent Engagement – English</b> Parent Reading & Spelling Workshops (per semester) - preparation time for lead learners to plan delivery - workshops materials, catering	<b>\$2000</b>	<b>\$3000</b>

## Improvement in student outcomes will be measured by

### Numeracy / Mathematics: 2017 Performance targets

- **NAPLAN**
  - **Year 3** – 97% NMS (from 4-yr aggregate average of 95.6%); 36.4% U2B (from 4-yr aggregate average of 34.4%); Comparison – 4 year aggregate historical NMS, U2B data
  - **Year 5** – 97% NMS (up from 4-yr aggregate average of 95.1%); 19.6 % U2B (up from 4-yr aggregate average of 17.7%); Student relative gain targets: Lower 24.7%, Similar 62.6%, Higher 12.7% (based on 2% shift on aggregate gain % from 2012 to 2016); Comparison: 3-year aggregate historical NMS, U2B and student relative gain results for the school
- **LOA Mathematics** – Seem 2, 2017 2% improvement in each year level (Year 1 to Year 6) of students receiving C or better, based on the same cohort in their previous year level (e.g. increase of 2% on end Seem 2 year 4 to end semester 2 year 5); Comparison – school historical LOA data (e.g. aggregate of 3 years)
- Consistent improvement in North Coast Region **'Show Me' diagnostics** - pre and post testing.

### Numeracy / Mathematics: 2018 Performance targets

- **NAPLAN**
  - **Year 3** – 99% NMS (from 4-yr aggregate average of 95.6%); 38.4 % U2B (from 4-yr aggregate average of 34.4%); Comparison – 4 year aggregate historical NMS, U2B data
  - **Year 5** – 99% NMS (up from 4-yr aggregate average of 95.1%); 21.6 % U2B for Numeracy (up from 4-yr aggregate average of 17.7%); Student relative gain targets: Lower 26.7%, Similar 64.6%, Higher 14.7% (based on 2% shift on aggregate gain % from 2012 to 2016); Comparison: 3-year aggregate historical NMS, U2B and student relative gain results for the school
- **LOA Mathematics** – Seem 2, 2018 2% improvement in each year level (Year 1 to Year 6) of students receiving C or better, based on the same cohort in their previous year level (e.g. increase of 2% on end Seem 2 year 4 to end Seem 2 year 5); Comparison – school historical LOA data (e.g. aggregate of 3 years)
- Consistent improvement in North Coast Region **'Show Me' diagnostics** - pre and post testing.

### Literacy / Reading and Spelling: 2017 Performance targets

- **NAPLAN Reading**
  - **Year 3** – 96.5% NMS (from 3 year average of 94.5%), 54.5% U2B (from 3 year average of 52.5)
  - **Year 5** -95.5% NMS (from 2 year average of 94.5%) U2B – 29.4% (2 year trend) Student relative gain targets: Lower 19%, Similar 70%, Higher 11% (based on 2% shift on aggregate gain % from 2012 to 2016)
- **NAPLAN Spelling**
  - **Year 3** – 95.2% NMS (from 4 year average of 93.2%), U2B – 44.4% (4 year trend + 2%)

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- **Year 5** – 93.2% NMS (from 4 year trend of 91.2%), U2B – 24.1% (3 year trend). Student relative gain targets: Lower 19%, Similar 68%, Higher 13% (based on 2% shift on aggregate gain % from 2012 to 2016)
- **LOA English** – Sem 2, 2017 2% improvement in each year level (Year 1 to Year 6) of students receiving C or better, based on the same cohort in their previous year level (e.g. increase of 2% on end Sem 2 year 4 to end Sem 2 year 5); Comparison – school historical LOA data (e.g. aggregate of 3 years)

## **Literacy / Reading and Spelling: 2018 Performance targets**

- **NAPLAN Reading**
  - **Year 3** – 98.5% NMS (from 3 year average of 94.5%), 56.5% U2B ( from 3 year average of 52.5%)
  - **Year 5** - 97.5% NMS (from 2year average of 94.5%) U2B – 33.4% (2 year trend). Student relative gain targets: Lower 21%, Similar 72%, Higher 13% (based on 2% shift on aggregate gain % from 2012 to 2016)
- **NAPLAN Spelling**
  - **Year 3** – 97.2% NMS (from 4 year average of 93.2%), U2B – 46.4% (4 year trend + 2%)
  - **Year 5** – 95.3% NMS (from 4 year trend of 91.2%), U2B – 26.1% (3 year trend). Student relative gain targets: Lower 21%, Similar 70%, Higher 15% (based on 2% shift on aggregate gain % from 2012 to 2016)
- **LOA English** – Sem 2, 2017 2% improvement in each year level (Year 1 to Year 6) of students receiving C or better, based on the same cohort in their previous year level (e.g. increase of 2% on end Sem 2 year 4 to end Sem 2 year 5); Comparison – school historical LOA data (e.g. aggregate of 3 years)

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