

Investing for Success

Under this agreement for 2016 El Arish State School

\$21,945*

This funding will be used to

READING

- Year 3 NAPLAN Reading 90% above National Minimal Standard
- Year 5 NAPLAN Reading 90 % above National Minimal Standard

WRITING

- Year 3 NAPLAN Writing 85% above National Minimal Standard
- Year 5 NAPLAN Writing 85 % above National Minimal Standard

GENERAL

- every student accessing a different year level curriculum (that is, with an Individual Curriculum Plan) will achieve a 'C' standard or better against the relevant year-level achievement standard
- increase the percentage of Prep students able to read and comprehend short, predictable texts and compose and record short, meaningful sentences from 75% to 85% at the reporting level of 'Working With' or better

Our initiatives include

STAFFING

- Employment of staff: Teacher aides 15hrs/week, to: improve NAPLAN and diagnostic testing results in Literacy using Direct Teaching Programs and C2C Year level units to provide focused and intense teaching for students requiring additional support and those requiring extension.

READING

- Purchase of STARS and CARS 12 Reading Strategies for Prep to year 6
- Strategies for Comprehension by "Alison Davies" kits 4 and 5 for upper school.
- Purchase PM readers for the lower grades (Prep to Year 3)

WRITING

- Purchase "7 Steps to Writing"
- Provide professional development for teachers and school leaders to increase capability to initiate and implement innovative practices around "7 Steps to Writing"

GENERAL

- Develop teacher knowledge and understanding of the P-10 Australian Curriculum content descriptions and achievement standards by designing and supporting processes for robust intra-school and inter-school moderation
- Develop a shared understanding of 'data literacy' and support teachers and leadership teams to effectively use data to inform targeted teaching
- Develop a whole school approach to teaching literacy to support the teaching of literacy across all learning areas
- Build teacher capability in gathering and using evidence to determine the different year-level curriculum some students require and to develop and successfully implement challenging but achievable Individual Curriculum Plans
- Better prepare and support teacher aides to work with groups of student learning in literacy primary school years

Investing for Success

Our school will improve student outcomes by

GENERAL

- Upskill teachers in the use of One School so that all teachers are using the developmental maps, mark book, Individual Curriculum Plans, differentiation placemat, and dashboard functionality
- Engage the services of a community liaison officer to work with the school community (students, teachers, parents, elders) to increase student attendance and engage parents in their students' learning
- Allocate TRS to support year level moderation and cross-year moderation working groups, twice a term, in week 5 and week 10.

READING

- Introducing 2 "STARS" comprehension lessons per week for Prep to year 6
- Reading groups will occur at same time across the school to allow for 'cross grade' grouping to occur and occur 4-5 times per week
- Use of C2C Year level units to teach reading strategies using QAR
- Develop and implement a whole school framework to teaching READING

WRITING

- Introduce '7 Steps to Writing' across the school at the same time for consistency
- Professional Learning for teachers on the use of '7 Steps to Writing'
- Introduce the use of 'Words Their Way' to identify skill gaps
- Use of Year level C2C units
- Develop and implement a whole school Framework to teaching WRITING

Measures of Impact

- Data wall to track students across the school
- PAT, PROBE, STARS and CARS data
- Spelling Mastery, Words Their Way data
- A-E report data
- NAPLAN data

RESEARCH

- Archer, AL and Hughes, CA 2011 Explicit instruction: Effective and Efficient Teaching Guildford Press, NY
- Hattie, J and Anderman, EM (eds) 2013 International Guide to Student Achievement Routledge, NY.



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