

# Investing for Success



**Under this agreement for 2017  
Carbrook State School will receive**

**\$128,685**

## This funding will be used to

- Identify and support those prep students requiring oracy and reading intervention
- Support all students to reach literacy and numeracy benchmarks in Prep and Year 1
- Ensure that high performing students are identified (U2Bs and close to U2Bs) and supported through the intense collaborative work with the Master Teacher/Academic Performance Team (as per our response to intervention and enrichment)
- Increase the capacity of our teachers to implement effective evidence based pedagogical practices drawn from the School Pedagogical framework – (Master Teacher, STLaNs, Academic Performance Team)
- Increase teachers' capacity to implement school developed and researched high yield strategies for the teaching of reading, spelling, writing and maths problem solving
- Support teachers with appropriate resources and professional learning/coaching opportunities
- Support teachers in their targeted and strategic planning to meet the needs of all students in P - 6
- Improve teacher capability through focussed coaching and feedback and professional development to improve student performance
- Increase student performance in reading across the school in years 3 and 5
  - Increase the percentage of students in the U2Bs in reading for year 3 from 46.5% to 55%
  - Increase the percentage of students in the U2Bs in reading for year 5 from 24.1% to 35%
- Increase student performance in mathematics across the school in years 3 and 5
  - Increase the percentage of students in the U2Bs in numeracy for year 3 from 22.1% to 45%
  - Increase the percentage of students in the U2Bs in numeracy for year 5 from 18.5% to 35%
- 75% of students achieving at or above the school reading benchmark ( F & P Level F/ PM 9/10 in Prep)
- 80% of students achieving at or above the school reading benchmark (F & P Level K/ PM Level 19/20 in Year 1)
- Increase the percentage of 'C and above' English A to E achievement results to 80% or greater across years 2 – 6
- Increase the percentage of 'C and above' Mathematics A to E achievement results to 80% or greater across years 2 – 6

## Our initiatives include

- Continue to strengthen the work of the Academic Performance Team consisting of a Master Teacher, Academic Performance Coach, STLaN and Early Years Mentor that will track students performing below NMS and students performing in U2Bs in Reading, Spelling, Writing and Number
- Continue a cycle of coaching and feedback whereby the Academic Performance Team works with teachers on a gradual release of responsibility model that consists of modelling, co-teaching, observation and feedback to drive the consistent use of high yield instructional strategies and higher ordering thinking targeting students working in the U2Bs
- Continue to refine year level responses to intervention and enrichment through extend, maintain and reteach model across Years 1 – 6 utilising the Academic Performance Team within classrooms
- Continue to develop the teaching team through regular meetings in 5 weekly cycles of year level planning including data analysis and the management of data onto one-school, to support teachers in targeted intervention and enrichment for all students to boost performance in Reading, Spelling, Writing and Number led by the Deputy Principal and Academic Performance Team

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- Embed professional learning year level teams for teachers to take a collective approach to the ownership and analysis of patterns of errors of year level data and forward plan intervention and enrichment programs on weekly basis as a whole school response to student improvement
- Purchase resources (including physical and human) to support intervention and enrichment at targeted year levels throughout the year
- Accelerated Literacy Learning Website – Griffith University <http://www.accelerating-literacy-learning.edu.au/>
- Archer, Anita and Hughes, C – Explicit Instruction – Effective and Efficient Teachers, Gilford Press, 2011
- Dufour, R (et al) Learning by Doing, Hawker Brownlow, 2010
- Beers, K and Pობst, R – Notice and Note strategies for Close Reading, Heinemann 2012
- Fisher, D and Frey, N and Anderson, H – Test Dependent Questions, Grades K to 5 Pathways to close and critical reading, Corwin Press, 2014
- Fullan, M & Quinn, J – The Right Drivers in Action for schools, districts and systems, Corwin, 2106
- Wall, E and Posamentier, A – What successful maths teachers do P to 5 Research based strategies for the standards based classroom, Hawker Brownlow, 2012
- Hattie, John – Visible Learning a Synthesis of over 800 Meta-analysis relating to Achievement, Routledge, 2009
- Hattie, John – Visible Learning for Teacher, Maximising Impact on Learning, Routledge, 2012
- Hollingsworth, J and Ybarra, S – Explicit Direct Instruction: The Power of the Well-Crafted, Well-Taught Lesson, Hawker Brownlow, 2009
- Sharratt, L and Fullan, M – Putting Faces on the Data, Corwin Publication, 2012
- Ritchart, Ron et. al. - Making Thinking Visible, How to promote engagement and understanding and independence for all learners, Jossey Bass, 2011
- DiRanna, K et. al. – Assessment Centered Teaching, Corwin Press, 2008
- Timperley, H – Realising the Power of Professional Learning, McGraw Hill Education, 2011
- George Polya, (1957) How To Solve It, 2nd ed., Princeton University Press, ISBN 0-691-08097-6.
- Peter Sullivan (2011) Teaching Mathematics Using Research Informed Strategies First published, ACER Press Australian Council for Educational Research, Victoria.
- Serravallo, J – The Reading Strategies Book, Heinemann, 2015
- Sharratt, L & Harild, G – Good to Great to Innovate, Corwin, 2015
- William, Dylan - Embedded Formative Assessment, Hawker Brownlow, 2011

## Our school will improve student outcomes by

Employing STLaN P – 6 (.45 WSS-SLR / .55 IFS)	\$57,000
Employing Literacy Solutions Reading Coach	\$15,000
Employing External Maths Coach	\$10,000
Purchase appropriate resources to support intervention and enrichment program development	\$33,000
Purchase Teacher Aide (2 days per week) to support the Academic Performance Team in providing targeted intervention and enrichment programs	\$13,685
Total:	<u>\$128,685</u>



**Kim Egan**  
Principal  
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