

Investing for Success

Under this agreement for 2018
Chevallum State School will receive

\$162,617*

This funding will be used to

- Develop consistent school wide evidence-based strategies that respond to the literacy and numeracy needs of students, and deliver improved outcomes.
- Increase the percentage of students from Prep - Year 6 achieving the Australian Curriculum Achievement Standard or higher for English and Mathematics.
- Increase the percentage of students achieving school based assessment targets:

| Data Source | Benchmark | End of 2018 Target |
|---|-----------|--------------------|
| A-E reporting data (English and Mathematics) | A-C | 80% or above |
| NAPLAN | | |
| <ul style="list-style-type: none"> • Year 3 Reading and Numeracy | NMS | 100% above NMS |
| <ul style="list-style-type: none"> • Year 5 Reading and Numeracy | NMS | 100% above NMS |

*NB Some students have Individual Curriculum Plans (ICP) which will not be indicative of cohort benchmarks

Our initiatives include

- Continuing to maximise Master Teacher position from 0.5 to 1 FTE to lead the literacy and numeracy strategies within our school improvement agenda.
- Continuing to utilise PLT (*Professional Learning Team*) strategy, across each teaching phase, to provide a systematic way to analyse student data to inform teaching practice, with an emphasis on differentiation and responsive intervention. (DuFour, R and DuFour, R 2012 *The School Leader's Guide to Professional Learning Communities at Work*).
- Intervention support to three different levels of need in response to individual achievement and diagnostic data via:
 1. whole school explicit teaching for all - student core program
 2. small group supplementary teaching
 3. intensive teaching in critical areas (Austin Buffin, Mike Mattos and Chris Weber 2011 *Response to Intervention – Four Essential Guiding Principles*).
- In depth focus on Oral language with development of further intensive intervention programs, particularly in Early Years (Fisher, D., Frey, N. & Hattie, J. (2016) *Visible Learning for Literacy* Corwin: California, USA).
- Implementation of a collaboratively designed response to improve student outcomes in the Early Years' phonological awareness and spelling.



- Building teaching staff capability in understanding and implementation of Mathematics and English in the Australian Curriculum.
- Provision of resources, including human, to support targeted programs and practices.
- Provision of school-based professional learning for staff and parents to support literacy and numeracy both at home and at school (Robert J. Garmston and Bruce M. Wellman, 2013 *The Adaptive School A Sourcebook for Developing Collaborative Groups*).

Our school will improve student outcomes by

| | |
|---|-----------------|
| Providing a school wide focus on literacy and numeracy development and intervention, informed through developmentally appropriate practice and relevant student data. This will include provision of: | |
| • PD for teachers, teacher aides and parents | \$25,000 |
| • Employment of a Literacy and Numeracy facilitator (ie, maximise Master Teacher position from 0.5 to 1 FTE) | \$60,000 |
| • Provision of extra teacher hours to run intensive intervention programs | \$52,000 |
| • Purchase of Literacy and Numeracy programs and support materials | \$25,617 |

L Short

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