

Investing for Success

Under this agreement for 2018
Dajarra State School will receive

\$27,118*

This funding will be used to:

Target	Measures
1. Increase Prep-Year 2 students' A-C achievement in English above 85% in 2018.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ Above 85% of Prep-Year 2 students achieving A-C in English. • Comparison: <ul style="list-style-type: none"> ○ English A-C and NAPLAN. ○ Student English samples from the Australian Curriculum website. ○ Monitoring and assessment hub. • Monitoring: <ul style="list-style-type: none"> ○ Teacher clarity and alignment of curriculum in planning documents. ○ Teacher knowledge and practice of evidence based instruction. ○ English A-E data. ○ Individual tracking on P-10 Literacy Continuum. ○ Student feedback and work samples.
2. 100% of students in Years 3 and 5 achieving National Minimum Standard (NMS) in Reading and Writing in 2019.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ 100% of Year 3 and 5 students at NMS for Reading and Writing. • Comparison: <ul style="list-style-type: none"> ○ NAPLAN Reading and Writing NMS data from higher performing like schools (examining/comparing strategies). • Monitoring: <ul style="list-style-type: none"> ○ Diagnostic assessment paired against benchmarks. ○ Previous years (2015-2018) NAPLAN Reading and Writing data. ○ Staff feedback on targeted literacy strategies. ○ Student feedback and work samples. ○ Parent and community engagement and feedback regarding literacy strategies.

Our initiatives include:

Initiative	Evidence base
1. Develop a plan for effective teaching and learning in early phase literacy, including monitoring/assessments, opportunities for professional conversations regarding student progress and strategies for intervention: <ul style="list-style-type: none"> • identifying the reading and writing demands of the Australian Curriculum learning areas and 	<ul style="list-style-type: none"> • Hattie, J 2012, <i>Visible Learning for Teachers: Maximizing Impact on Learning</i>, Routledge, Abingdon, United Kingdom. • Sharratt, L, & Fullan M 2012, <i>Putting FACES on the Data: What Great Leaders Do!</i> Corwin, California, US.

* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



<p>subject in C2C units of work</p> <ul style="list-style-type: none"> • using Early Start testing data and alignment to literacy continuum to inform differentiated teaching and learning of language and reading. 	
<p>2. Establish a whole school and wider community culture that values and enjoys reading:</p> <ul style="list-style-type: none"> • Increase teachers' and teacher aides' repertoire of strategies for reading and writing instructions. • Reading/learning centre for staff to share reading strategies with parents and students. 	<ul style="list-style-type: none"> • Guthrie, J 2001, <i>Contexts for Engagement and Motivation in Reading</i>, Handbook of Reading Research, vol. 4 (8) (online) http://www.readingonline.org/articles/handbook/guthrie/ [accessed 19 February 2018] • Hattie, J & Timperley, H 2007, <i>The Power of Feedback</i>, Review of Educational Research, vol. 77, pp. 81–112. • Sharratt, L, & Fullan M 2009, <i>Realization: The Change Imperative for Deepening District-Wide Reform</i>, Corwin, California, USA.

Our school will improve student outcomes by

1. Actions	Costs
Purchasing 0.28 classroom teacher for Prep-Year 2 class to separate the Early Years students from more complex Middle Years curriculum.	\$20 000 (0.28 teacher salary)
2. Actions	Costs
Providing targeted professional learning (including oral language and early reading decoding strategies) supported by planning, modelling, observation and feedback processes.	\$7 118



Miebaka Dede
A/Principal
Dajarra State School



Patrea Walton
A/Director-General
Department of Education

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