

# Investing for Success

## Under this agreement for 2017 Hambleton State School will receive

**\$424,147\***

### This funding will be used to

- Guarantee that every student will either:
  - Achieve NMS in reading and writing for their year level (Year 3 and 5) OR
  - Have an evidence based learning plan in place to address their specific learning needs.
- Increase the percentage of students in the NAPLAN upper two bands in Writing from 33% to 37% for Year 3 students in 2017.
- Increase the percentage of students in the NAPLAN upper two bands in Writing from 7% to 20% for Year 5 students in 2017.
- Increase the average Mean Scale Score in Writing from 392 to 408 for Year 3 students.
- Increase the average Mean Scale Score in Writing from 458 to 476 for Year 5 students.
- Increase the percentage of students achieving a 'C' standard or above in English across P-6 from 68% in Semester 2 2016 to 71% in Semester 2 2017.
- Every student in Years 2,3 & 4 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

### Our initiatives include

- Develop a shared understanding of 'data literacy' and support teachers to effectively use data to inform targeted teaching and setting goals in reading and writing.
- Increase the percentage of Prep students able to read, comprehend short, predictable texts and compose and record short, meaningful sentences from 74% to 77% at the reporting level of 'Working With' or better.
- Develop teachers' capacity to embed feedback in the teaching and learning cycle for writing.
- Provide professional development and support to ensure teachers are able to deconstruct the Australian Curriculum to assure alignment between curriculum and assessment.
- The explicit teaching of writing occurs EVERY day for ALL students across the school in accordance with the school's Writing Pedagogy and Pedagogical Framework (i.e. "Seven Steps for Writing Success").
- The explicit teaching of reading occurs EVERY day for ALL students across the school in accordance with the school's Reading Instructional Practices
- Prepare and support Teacher Aides to consolidate student learning in reading and writing.
- Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective teaching practice in relation to writing to build teacher capacity.
- Provide education for parents of pre-Prep students to support the development of oral language and early literacy and numeracy skills at home.
- 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.

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## Evidence Base

**Archer, AL and Hughes, CA** 2011 Explicit instruction: Effective and Efficient Teaching Guildford Press, NY.  
School reflective practices to align with The 14 Parameters of Effective Learning Evidence

**Sharratt, L & Fullan, M** – Putting Faces on the Data, Corwin Publication, 2012

**Hollingsworth, J & Ybarra, S** Explicit Direct Instruction (EDI) The Power of the Well-Crafted, Well-Taught Lesson, 2009.

## Our school will improve student outcomes by

- Embed the work of Lead Teachers (2.0 FTE) to build teacher capability in the teaching of writing, reading and differentiation through co-teaching.
- Embed Student Engagement and Welfare Team (2 Teaching FTE + 2 Teacher Aides) to support, model and coach teachers in developing and maintaining effective classroom engagement practices.
- Invest in technology, digital resources or services – engaging necessary staff to support the use of technology in learning.
- Embed the whole school approach to writing aligned to Seven Steps in Writing Success – supported by on-going professional development for all teaching staff and teacher aides.
- Embed role of Head of Curriculum to co-plan and collaborate with teachers to ensure curriculum delivery aligns with assessment and the expectations of the Australian Curriculum.
- Engage Head of Student Services to work with teachers in delivery of differentiated support/curriculum for identified students
- Engage the services of Teacher Aides to provide support in delivering intervention to support students at risk in writing and reading.
- Provide TRS to support year level curriculum planning in collaboration with the HOC focussing on English and math curriculum delivery.



**Ross Kubler**  
Principal  
Hambledon State School



**Dr Jim Watterston**  
Director-General  
Department of Education and Training