

# Investing for Success

## Under this agreement for 2017 Thornlands SS will receive

**\$230,452**

### This funding will be used to

- Maintain percentage students in Year 3 and 5 meeting the National Minimum Standards in reading and numeracy at or above 98%.
- Increase percentage of Year 3 and 5 students in U2B NAPLAN Reading to 50% (Year 3 - 43% 2016); (Year 5 - 46% 2016);
- Increase percentage of Year 3 and 5 students in U2B NAPLAN Numeracy – Year 3 to 35% (32% 2016); Year 5 to 45% (43% 2016);
- Increase percentage of Year 3 and 5 students in U2B NAPLAN Writing – Year 3 to 45% (43% 2016); Year 5 to 30% (27% 2016);
- Embed whole school approach to goal setting – all students have individual reading and writing goals.
- Increase the percentage of Prep students reading and comprehending short, predictable texts from 62% 2016 to 75% in 2017.
- Increase percentage students in Yr 1- 2 achieving, or exceeding, Benchmark standards in reading from 67% 2016 to 80% in 2017.
- Increase % students achieving a “C”, or above, in English in Year 1-3 from 75% (2016) to 80%; Year 4-6 from 77% (2016) to 82%
- Increase % students in Year 1-6 achieving a “C, or above, in Maths in Yr 1-3 from 82% (2016) and Yr 4-6 from 78% (2016) to 85%
- Facilitate 100% teachers utilising a range of data to identify and group students according to need.
- Ensure every student accessing a different year level curriculum (individual curriculum plan) will work towards or achieve a “C” standard, or better, against the relevant year level achievement standard.
- Improve teacher capability through focused professional development to improve student performance.
- Provide additional high quality resources for the teaching of reading and number.

### Our initiatives include

- 100% classrooms engage in small or guided instructional groups based on student needs, including Rally Readers in Year 1 and 2, MiniLit - Tier 2 Intervention (Meeting Initial Needs in Literacy- Macquarie University) and Reading Muster in Prep.
- Leap into Prep program- establishing links within the 0-5 yr community; supporting the transition to school for students and parents
- Additional teacher aide time for all classes. Dedicated teacher aide/s assigned to every year level to support student learning.
- Provision of additional teacher aide time to enable small group instruction in every Year 1-2 class (Rally Reading), to facilitate the MiniLit program in Year 1 and Oral Language program in Prep.
- Provide teacher aide professional development to enhance student learning in literacy and numeracy.
- Employ “Reading Mentor” teacher, 1-2 days per week to co-ordinate the Rally Reader program, to mentor teachers in the teaching of reading and to provide PD for teachers and teacher aides.
- Enhance student vocabulary knowledge through the whole school STRIVE program (Beck, McKeown and Kucan 2002,2008)
- Embed the explicit teaching of Comprehension strategies- *Australian Curriculum, Classroom Comprehension Strategies* (Cameron, Sheena), *QAR* (Taffy, Raphael)
- Embed the explicit teaching of Writing strategies, through use of Sheena Cameron resources, VCOP and Big Write
- Formalize and resource, school oral language program and data collection (OLEY, PMAP)
- Provide parent workshops to support early literacy and numeracy development at home.
- Review student performance data regularly– *Visible Learning for Teachers - Maximising Impact on Learning* (Hattie, John)
- Provide professional development to support teachers in data gathering, collation, analysis and use.
- Embed a professional learning community encompassing all key stakeholders to share and evaluate strategies and their impact (TNT- Thornlands N'quiry Teams) - *Coherence* (Fullan and Quinn 2016)

### Our school will improve student outcomes by

• Provide additional support and specialist personnel to support student learning.	\$160 000
• Build staff capacity in explicit teaching practices in literacy and numeracy, through professional development including professional collaboration, feedback and mentoring.	\$20 000
• Build staff capacity through a professional development program around data analysis that supports teachers to build their capacity, including teacher release for data conversations	\$20 000
• Purchase of additional resources (including ICTs) to support literacy and numeracy.	\$18 452
• Leap into Prep program	\$12 000

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A handwritten signature in black ink, appearing to read 'Robyn Wilton', located below the title.

**Robyn Wilton**  
Principal  
Thornlands State School

A handwritten signature in black ink, appearing to read 'Dr Jim Watterston', located below the title.

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