

Investing for Success

Under this agreement for 2022 Gabbinbar State School will receive

\$174,412*

This funding will be used to

School Priority: Data Informed Teaching and Learning – Reading Writing and Spelling

Maximise overall Literacy outcomes for students, including the percentage of students achieving the National Minimum Standards (NMS) and Upper 2 Bands (U2B).

- Year 3: Reading NMS target: 95% U2B target: 55%.
- Year 5: Reading NMS target: 95% U2B target: 50%.

- Year 3: Writing NMS target: 95% U2B target: 60%.
- Year 5: Writing NMS target: 95% U2B target: 20%.

- Year 3: Spelling NMS target: 95% U2B target: 50 %.
- Year 5: Spelling NMS target: 95% U2B target: 40%.

Ensure that all Students in Prep are meeting the Darling Downs South West reading benchmark: PM Level 5 - 7.

Students at risk of not achieving NMS in Literacy have an evidence based learning plan in place to address their specific learning needs.

Improve teacher capabilities, in analysing and using literacy data to improve student literacy outcomes through observations, focused feedback, coaching.

Our initiatives include

- Implement research validated intervention programs to improve reading outcomes for all students.
- Regularly reviewing student performance data (reading, writing and spelling) as outlined in the Gabbinbar State School Assessment and Moderation Framework and develop responses to improve learning outcomes for all students.

Evidence

- Archer, Anita, Hughes, Charles – Explicit Instruction, Effective and Efficient Teaching, Guilford Press, 2011.
- Hattie, John – Visible Learning for Teachers, 2012
- Department of Education WA 'First Steps in Reading' Rigby 2004
- Willis, Sue - First Steps in Math's Murdoch University 1998
- Sharrat, L. Fullan, M. Putting Faces on the Data 2012.
- Bear, D. Invernizzi M, Templeton S, & Johnston F - Words Their Way Spelling, Pearson, 1996.
- McVeity, Jen - 7 Steps to Writing Success.

- Build staff capacity to engage in data informed teaching and learning through observation and feedback.
- Build the capacity of the Expert Teaching team through observation, feedback and coaching.



Our school will improve student outcomes by

<ul style="list-style-type: none"> Using on-entry to Prep Early Start, Speech Language Screeners (OLEY and PMAP) to provide student base-line data and develop individual learning plans (including learning goals). Use Early Start Prep end of year to measure progress and develop individual learning plans (including learning goals) for Year 1, Year 2 and Year 3. 	\$10,000
<ul style="list-style-type: none"> Employ a Speech pathologist for one day a fortnight to develop and implement an oral language program with Prep students and build staff capacity to utilise AAC to communicate with students and deliver the Australian Curriculum. 	\$25,000
<ul style="list-style-type: none"> Embed a set of short, medium and long term goals and a "cycle of review" that provides opportunities for analysis of data and outcomes and review of accountabilities. 	\$10,000
<ul style="list-style-type: none"> Embed the implementation of a "whole school approach" to provide a continuum of literacy support with personalised teaching and intervention that meets the needs of all students; using program such as: First Steps in Reading, Words Their Way, Seven Steps to Writing Success, OLEY and P-MAP, Literacy Pro and Literacy Continuum. Purchase additional Literacy Support Teacher time 	\$40,000
<ul style="list-style-type: none"> Embed the use of 'case management approach' to student services referral. Purchase additional Guidance Officer and teacher release time 	\$15,000
<ul style="list-style-type: none"> Using school-based (WTW, PAT R, PAT M) and systemic (NAPLAN) data to develop individual learning plans that include individual learning goals and focus on areas of improvement with targeted learning goals. 	\$5,000
<ul style="list-style-type: none"> Engaging parents and caregivers in establishing Individual Curriculum Plans for students with diverse learning needs as required. Developing and continuously monitoring and adapting individual learning plans for students with disabilities. 	\$3,000
<ul style="list-style-type: none"> Prioritise building the capacity and capability of teaching staff to engage in professional development to build their capacity to engage in episodes of observations, feedback and coaching with an explicit focus on leading collaborative teams to improve students' literacy outcomes. 	\$28,000
<ul style="list-style-type: none"> Creating opportunities to build the capacity of teachers to develop and lead innovative practices based on research based pedagogy to improve literacy outcomes. 	\$28,412
<ul style="list-style-type: none"> Investing in Technology to improve pedagogy in the delivery of the Australian Curriculum and improve students' literacy outcomes. 	\$10,000



Jouwana Habash
Principal
Gabbinbar State School



Michael De'Ath
Director-General
Department of Education



**Queensland
Government**