During 2016, we focused on maximising the benefits of this funding for our students. After reviewing our 2016 Investing for Success agreement, it is clear that we are on track to meet or exceed our targeted student outcomes. We continue to implement our initiatives to ensure that every student succeeds.

- Achieve NMS in literacy for their year level. **2016 data indicates that 100% of Year 3 students performed above the National NMS in reading.**
- Increase the percentage of students meeting NAPLAN national minimum standard in Year 3 Spelling from 92% to 94% in 2016. **2016 data indicates that 98.1% of Year 3 Students performed above the National NMS.**
- Increase the number of students in the NAPLAN upper two bands in Year 3 reading to over 40% in 2016. **2016 data indicates that 54.5% of Year 3 Students performed in the Upper two bands.**
- Increase the number of students in the NAPLAN upper two bands in Year 3 writing from 38.4% to 40% in 2016. **2016 data indicates that 45.3% of Year 3 Students performed in the Upper two bands.**
- Develop individual learning plans for those students at risk of not achieving NMS.
- Improve teacher capabilities, through professional development and focused feedback, to achieve improved student outcomes.

Initiatives implemented include:

**Developing Staff Capacity through**

- Regular formal teacher meetings on student data analysis.
- Developing staff capacity to triangulate high-stakes literacy data from NAPLAN and standardised test data for reading (PAT-R, Cars and Stars and PM and PROBE2) and spelling (NAPLAN and Words Their Way) to ensure integrity of school practices around data collection.
- Targeted PD for classroom teachers focusing on improving writing.
- Targeted PD for teachers and teacher aides to ensure consistency of practice in the process of correctly recording and analysing a running record to gain valuable information about students’ strengths and areas of concern.

**Purposeful Use of Data**

- Continual processes for diagnostic assessment, maintaining student data records and interpreting and analysing data in an on-going cycle to enable early identification, evidence-based interventions and innovative approaches to learning.
- Analysing data, determining students not achieving school targets and developing evidence-based plans to support students.
- Implementing a process to triangulate high-stakes literacy data.

**Intervention and Support**

- Additional teacher and teacher aide support during Literacy Rotations in P-6. Three reading recovery trained teachers were utilized to provide explicit instruction in effective reading strategies and provide lessons for students.
- Extension and enrichment support provided for students in reading and spelling across P-6.
- Targeting individual reading support before school provided through a Reading Club model with specially trained teachers aides and two reading recovery teachers.
- Specialized support literacy groups for students at risk in Years 1-3 focusing on identified reading and spelling strategies according to current data.
- First Steps in Reading and Words their Way Spelling utilized as a framework for teachers and support staff to map students at risk and provide processes to support reading strategies.
- Monitoring and adapting individual learning plans for student with disabilities.
- Communication to parents around Evidence Based Plans and Individual Curriculum Plans.
After reviewing our 2016 Investing for Success agreement, it is clear that we have made progress toward our targeted student outcomes. We will continue to focus on maximising the benefits of this funding for our students, and adjust our initiatives as needed to ensure every student succeeds.

- Current Prep reading data indicated that: **75% at level 5 and 70% above Level 10.**

**Strategies implemented include:**

- Implementing Words Their Way across P-6 this year. Words Their Way inventory used every 5 weeks to identify students’ strengths and weaknesses and to inform effectiveness of teaching.
- Early Intervention programs in Literacy.
- Additional support staff Prep-Year 6 to implement intervention programs: Support-A-Talker, group programs that provide targeted intervention focusing on improving oral language – a building block to literacy success.
- Targeted use of resources to support student learning, including teacher aides, speech language pathologists and the guidance officer to deliver various intensive intervention programs that are research based.