

Investing for Success

**Under this agreement for 2017
Gabbinbar State School will receive**

\$153,275*

This funding will be used to

- Guarantee that every student will either:
 - Achieve NMS in literacy for their year level or
 - Have an evidence based learning plan in place to address their specific learning needs.
 - Maintain the percentage of students meeting NAPLAN national minimum standard in Year 3
 - Spelling at 98%.
 - Maintain the number of students in the NAPLAN upper two bands in Year 3 reading to over 40%.
 - Maintain the number of students in the NAPLAN upper two bands in Year 3 writing over 40%.
 - Ensure that all Students in Prep are reading at PM Level 5.
 - 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.

Our initiatives include

- Use a continuous process in focus areas (reading, writing and spelling) to assess students' current performance; teach to the needs of students; and re-assess students to monitor improvement.
- Review student data on a fortnightly cycle to adjust curriculum, resources and pedagogy.

Evidence

- Archer, Anita, Hughes, Charles – Explicit Instruction, Effective and Efficient Teaching, Guilford Press, 2011.
- Department of Education WA 'First Steps in Reading' Rigby 2004
- Willis, Sue - First Steps in Math's Murdoch University 1998
- Harker Brownlow, STARS & CARS, 2013
- Bear, D. Invernizzi M, Templeton S, & Johnston F - Words Their Way Spelling, Pearson, 1996.
- McVeity, Jen - 7 Steps to Writing Success

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Our school will improve student outcomes by

<ul style="list-style-type: none"> Using on-entry to Prep Early Start, Speech Language Screeners (OLLIE) 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"> 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. 	\$5,000
<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, Support a Talker, OLEY and P-MAP, STARS and CARS, FOCUS. 	\$5,000
<ul style="list-style-type: none"> Purchase additional classroom teachers to reduce class sizes. 	\$85,015
<ul style="list-style-type: none"> Implementing daily modelled/guided/shared and independent daily reading episodes. Use reciprocal reading for students to apply their reading knowledge and skills. 	\$22,260
<ul style="list-style-type: none"> Interpreting data from independent reading activities to inform planning. 	\$4,000
<ul style="list-style-type: none"> Embed the ongoing cycle of data collection and monitoring individual student progress. 	\$4,000
<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"> Developing and continuously monitoring and adapting individual learning plans for students with disabilities. 	\$3,000
<ul style="list-style-type: none"> Develop leadership team capacity in coaching, giving feedback, data literacy and Instructional Leadership 	\$5,000
<ul style="list-style-type: none"> Engaging parents and caregivers in establishing individual learning plans for students with disabilities. 	\$5,000



Jouwana Habash
Principal
Gabbabar State School



Dr Jim Watterston
Director-General
Department of Education and Training