

Investing for Success

**Under this agreement for 2017
Darling Heights State School will receive**

\$548 850*

This funding will be used to:

- Provide targeted literacy and numeracy intervention to identified students & improve outcomes. 35% of our students to receive targeted support by Dec 2017 & 100% of these to show improvement, 80% better than 2 PM levels. In Year 3, as part of this targeted intervention, increase the percentage of students reaching NMS from 95.2% to 100%.
- Improve teacher capability to plan for Unit delivery and analyse and use data to improve student outcomes. Have 100% of teachers able to provide a literacy data profile and use data when planning.
- Increase the percentage of students achieving the National Minimum Standard for literacy and numeracy particularly in reading. Develop personal learning plans (PLP's) for those students at risk of not meeting NMS.
- Increase the percentage of Prep-Year 6 students meeting the DDSW Region's Reading Benchmarks from 65% to 75%. This target will include our EALD students.
- Develop teacher understanding and execution of Explicit Teaching skills and strategies.
- Continue to engage and involve families in Early Years Programs, (Pre-Prep and Playgroup Programs.)
- Continue to employ a Student/Parent Engagement Officer.

Our initiatives include:

- Deliver research validated intervention program **Leveled Literacy Intervention (LLI)**
Evidence: Fountas & Pinnell Leveled Literacy Intervention System Case Study, (2011)
- Review **student performance data** (Darling Heights SS Assessment Framework). This will occur, DP Curriculum and Data driven, once a term and fortnightly by class teachers.
Evidence: Hattie, John – Visible Learning for Teacher, (2012)
- **Build teacher capability** in analysing student performance data to develop differentiated programs to improve student outcomes
Evidence: Tomlinson, C.A, (2001 – 2003)
Darling Heights State School Assessment Framework
- Increase Collegial Learning Networks by implementing Swivl's to the Coaching Program. Continue to provide 2 PLC Days per teacher to undertake professional learning opportunities.
Evidence: Hargreaves, (2008), Professional Culture and Communities.
- Address, through the **Learning Connections Program**, the developmental immaturities and lack of school readiness that present in at least 30% of the students entering school.
Evidence: 2012 AEDI: Hansen & Joshi 2012, Children of the 21st Century, The 1st 5 Years.
- Increase Speech Therapist time by 2 days beyond the staffing allocation.
- Continue the Pre-Prep/Playgroup program at our School.
- Ensure teaching programs are not disrupted when Teacher Assistants are absent - "Absence Fund"
- Employ an Explicit Teaching Coach to partner teachers as they become more effective in using the 16 Elements of Explicit Teaching. Evidence – Anita Archer. DDSW 2017 Charter for Improvement
- Extend the Sight, Sounds Program SSP from Prep to Year One with familiarisation in Year Two.

* Funding amount estimated on 2015 data. Actual funding will be determined after 2016 enrolment data are finalised.

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Our school will improve student outcomes by:

<ul style="list-style-type: none"> Engaging and training staff (Teacher Assistants) to deliver targeted intervention in literacy based on data analysis/individual and/or group learning goals and specific teaching strategies. -Leveled Literacy Intervention: 3 x Teacher Assistants 25hpw Program 1: Year 3 & 5, Program 2: Prep & Y1, Program 3: Y2 & Y4 -Read It Again Program : 4 x Teacher Assistants (4 Aides x3h x 52w) -Teacher Assistants Replacement Fund 	<ul style="list-style-type: none"> \$ 140 400 \$ 22 450 \$ 15 000
<ul style="list-style-type: none"> Delivering the Learning Connections Program to all students in Prep and Year One. A 30 % improvement in cognitive development, sensory processing and neurological readiness is sought and will be assessed by monitoring the reading progress of students. Teacher Assistants 6 x 3h x 52 weeks (Learning Connections) One Teacher Day per week to coordinate and conduct research 	<ul style="list-style-type: none"> \$ 34 000 \$ 20 000
<ul style="list-style-type: none"> Implementing a cycle of data analysis by teachers to develop student centred literacy and numeracy programs: <i>teacher release and meeting time for 28 teachers, once per term full day each.</i> 	<ul style="list-style-type: none"> \$ 50 000
<ul style="list-style-type: none"> Increase Collegial Learning Networks by implementing a Coaching Program and appointing key teachers as Coaches. Provide 1 PLC Days per teacher (40) to undertake professional learning opportunities. 	<ul style="list-style-type: none"> \$ 18 000
<ul style="list-style-type: none"> Pre-Prep/Playgroup program 2 x Teacher Assistants (2 Aides x8h x 52w) 	<ul style="list-style-type: none"> \$ 30 000
<ul style="list-style-type: none"> Coordination Early Years (1 teacher day per week) 	<ul style="list-style-type: none"> \$ 20 000
<ul style="list-style-type: none"> Speech Therapist (2 additional days) 	<ul style="list-style-type: none"> \$ 40 000
<ul style="list-style-type: none"> Speech Sound Pics Program implementation 	<ul style="list-style-type: none"> \$ 15 000
<ul style="list-style-type: none"> Student/Parent Engagement and Support Officer 	<ul style="list-style-type: none"> \$ 50 000
<ul style="list-style-type: none"> Explicit Teaching Coach 	<ul style="list-style-type: none"> \$ 100 000
Sub Total	\$ 554 000
Less School Contributed Funds	\$ 6 000
Total I4S Funding	\$ 548 850



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