

Investing for Success

Under this agreement for 2020

Hambledon State School will receive:

\$417.021*

This funding will be used to

Target	Measures																																																																																		
<p>Sharp Narrow goals in the 4 year Strategic Plan – Reading and Writing</p> <p>1. Improve student achievement of Year 2, 3, 4 & 5 (2019) students by 2020 in the subject area of English.</p> <p>2. Improve Prep outcomes “to working with” and above for 90% of all students.</p>	<p>Baseline/endpoint:</p> <table><tr><th colspan="2">How will we know</th><th>2019</th><th>2020</th><th>2021</th><th>2022</th><th>2023</th></tr><tr><td colspan="2">Reading</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="2">Students achieving at or above year level reading benchmarks (PM and PROBE)</td><td>52%</td><td>59%</td><td>67%</td><td>75%</td><td>80%</td></tr><tr><td colspan="2">Year 3 and 5 students at and above National Minimum Standard in Reading</td><td>93%</td><td>94%</td><td>95%</td><td>96%</td><td>97%</td></tr><tr><td colspan="2">Writing</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td rowspan="3">Students achieving at or above National Minimum Standard</td><td>W</td><td>94%</td><td>95%</td><td>96%</td><td>97%</td><td>98%</td></tr><tr><td>S</td><td>88%</td><td>90%</td><td>93%</td><td>96%</td><td>98%</td></tr><tr><td>G&P</td><td>91%</td><td>94%</td><td>95.5%</td><td>97%</td><td>98%</td></tr><tr><td colspan="2">English</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="2">% of Students achieving a C standard (Working With – Prep) or better in English in Prep – Year 6.</td><td>65%</td><td>75%</td><td>80%</td><td>85%</td><td>90%</td></tr><tr><td colspan="2">Maths</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="2">% of Students achieving a C standard (Working With – Prep) or better in English in Prep – Year 6.</td><td>75%</td><td>78%</td><td>82%</td><td>87%</td><td>90%</td></tr></table> <ul style="list-style-type: none">Year 3 & 5 National Assessment Program – Literacy and Numeracy (NAPLAN) Reading National Minimum Standard (NMS) data (2018 - 2020). (<i>Discrepancies may occur due to moving to NAPLAN online in 2020</i>).Reading - PM data – 85% of Hambledon State School (HSS) will achieve school based targets. <p>Comparison:</p> <ul style="list-style-type: none">English A-C and NAPLAN Reading & Writing data from Similar Queensland State Schools (SQSS).Narrowing the gap between NAPLAN Reading & Writing data compared to the average for Queensland State Schools. <p>Monitoring:</p> <ul style="list-style-type: none">Teacher planning documents and lesson observations.Student feedback, work samples, data collection.Moderation processes – as part of the Regional Moderation Project.English A – C data.Personal Performance Review (APDP) process data.Data meetings fortnightly as part of the new planning cycle.	How will we know		2019	2020	2021	2022	2023	Reading							Students achieving at or above year level reading benchmarks (PM and PROBE)		52%	59%	67%	75%	80%	Year 3 and 5 students at and above National Minimum Standard in Reading		93%	94%	95%	96%	97%	Writing							Students achieving at or above National Minimum Standard	W	94%	95%	96%	97%	98%	S	88%	90%	93%	96%	98%	G&P	91%	94%	95.5%	97%	98%	English							% of Students achieving a C standard (Working With – Prep) or better in English in Prep – Year 6.		65%	75%	80%	85%	90%	Maths							% of Students achieving a C standard (Working With – Prep) or better in English in Prep – Year 6.		75%	78%	82%	87%	90%
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<p>3. Embed Levelled Literacy Intervention (LLI) to support and improve reading achievement for ‘at risk’ children in Year 2, 3 & 4 (2019).</p>	<p>Baseline/endpoint:</p> <ul style="list-style-type: none">PM Benchmark for identified students Sem 2 2019 to Sem 2 2020English A – C, Sem 2 2019 to Sem 2 2020.Norm-referenced diagnostic assessments Sem 1 2020 to Sem 2 2021 Progressive Achievement Test in Reading (PAT R).																																																																																		



4. Train Teacher Aides to deliver the LLI program to maximise outcomes and return on investment.	<p>Comparison:</p> <ul style="list-style-type: none"> distance travelled by student during 12 month period (Effect size) reading age/chronological age comparison using norm-referenced diagnostic assessments. <p>Monitoring:</p> <ul style="list-style-type: none"> Student engagement and behaviour monitored as when participating in Intervention program. Regular tracking of student growth and development along the PM Benchmarks/PROBE. Collaboration between LLI teacher/STL&N's (Support Teaching Literacy and Numeracy) and class teacher focussing on teaching strategies that reinforce support and intervention intervention. Student reading samples/running records.
5. Embed PROBE for students at PM level 30. Implement PROBE as a referred program to collect student's reading level.	

Our initiatives include

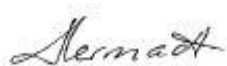
Initiative	Evidence-base
<p>Develop capabilities of teachers in the teaching of reading and writing to improve learning outcomes of students in English through:</p> <ul style="list-style-type: none"> Supporting teachers in ensuring identification of the reading and writing demands of the Australian Curriculum and assessment aligned to achievement standards – backward mapping. Embedding explicit direct instruction in the teaching of a consistent school wide approach in writing support teachers in embedding effective guided reading strategies and processes to support student learning. Develop data literacy of teachers through data discussions each term. 	<ul style="list-style-type: none"> Sharratt, L, & Fullan M, 2012, <i>Putting FACES on the Data</i>, Corwin, California, US Hollingsworth, J, & Ybarra, S, 2009, <i>Explicit Direct Instruction – The Power of the Well-Crafted, Well-Taught Lesson</i>, Corwin, California, US Hattie, J, 2012, <i>Visible Learning for Teachers – Maximising Impact on Learning</i>, Routledge, Oxford, UK Archer, A. and Hughes, C. (2011). <i>Explicit instruction</i>. New York: Guilford Press.
<p>Establish and embed effective early intervention program to support children in the early years who are at risk of not achieving benchmark</p>	<ul style="list-style-type: none"> Fountas, I & Pinnell, G 2009, <i>Levelled Literacy Intervention</i>, Heinemann, Portsmouth, New Hampshire, US. Sharratt, L, & Fullan M, 2012, <i>Putting FACES on the Data</i>, Corwin, California, USA Phonemic awareness : the skills that they need need to help them succeed, (kindergarten version) Michael Heggerty, Phonemic awareness : the skills that they need need to help them succeed



Our school will improve student outcomes by

Actions	Costs
Teachers provided support through planning and aligning Australian Curriculum to school's curriculum delivery – Head of Curriculum (HOC) (Now Head of Department (HOD)) X2 Work reform process approved – HOD (P-2) - school purchased HOC – FTE allocation (3-6)	HOD \$130 000
Provide targeted professional learning and support in the effective delivery of Explicit Teaching and Guided Reading through observation, feedback, coaching and modelling	TRS \$ 29 000
Develop case-management approach, led by existing and new middle leaders through the use of term by term data conversations	TRS \$ 58 000
Provide additional teacher aide support to classrooms focussing on English teaching to support guided reading and writing	Wages \$120 000

Actions	Costs
Implement LLI to support and improve the reading outcomes of students who are at risk of not achieving benchmark in PM or PROBE– additional 0.6 FTE to support	Wages \$ 51 000 Resources \$ 7 034
Purchase additional PROBE kits to implement across the whole school	Kits \$ 8 000
Purchase additional Speech Language pathologist time to provide support and speech language programs for students with identified needs – additional 0.4 FTE	Wages \$ 28 000
Professional development aligned to Phonemic awareness - Heggerty	PFD \$5 000
TOTAL – school to purchase the difference between allocation and I4S funding	\$429 000



Jane Termaat
Principal
Hambledon State School



Tony Cook
Director-General
Department of Education



**Queensland
Government**