


**\$303 303\***

Target

Sharp Narrow goals in the 4 year Strategic Plan – Reading and Writing and PBL



AIP HSS 2019-2023 with Targets and One

1. Improve student achievement of Year 1,2 (2021) students by 2022 in the subject area of English.

2. Improve Prep outcomes “to working with” and above for 90% of all students.

Measures

Baseline/endpoint:

• Year 3 & 5 NAPLAN Reading NMS data (2018 - 2021).

• Reading - PM data – 85% of HSS will achieve school based targets.

Comparison:

• 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.

Monitoring:

• Teacher planning documents and lesson observations

• Student feedback, work samples, data collection,

• Moderation processes – embedded into all planning processes

• English A – C data

• Personal Performance Review (APDP) process data.

• Data meetings 3 weekly as part of the new planning cycle.

• PLPs and differentiation for students

2022 NAPLAN TARGETS

		MSS					U2B					NMS				
		2019 HSS	2019 State	2021 HSS	2021 State	2022 Target	2019 HSS	2019 State	2021 HSS	2021 State	2022 Target	2019 HSS	2019 State	2021 HSS	2021 State	2022 Target
Year 3	Reading	388.8	425.3	388.8	426.4	400	35.1	49.5	31.1	50.5	35.5	95.3	96.0	95.6	95.4	97.7
	Writing	384.6	412.4	380.0	414.3	415	38.1	44.3	31.1	46.2	44.5	96.6	96.2	95.7	95.9	99.9
	Spelling	317.8	430.3	304.5	407.6	400	36.1	44.2	34.1	43.7	40	88.5	93.0	87.4	91.9	90
	Grammar & Punctuation	393.2	430.9	380.0	422.4	415	39.1	32.6	31.1	49.4	44.4	94.7	95.1	93.3	94.3	95.5
Year 5	Reading	488.8	501.9	487.2	500.5	495	31.8	34.9	32.8	37.4	35.1	90.1	94.8	90.5	94.7	94.6
	Writing	412.8	463.7	405.0	467.6	485	3.9	13.6	8.4	16.1	16.2	91.6	93.1	90.4	91.2	94.5
	Spelling	312.8	494.5	317.8	495.6	490	29.4	30.5	38.4	32.7	41.1	90.2	94.1	87.4	93.4	91.8
	Grammar & Punctuation	471.8	496.2	496.9	495.9	500	30.4	33.1	29.8	32.2	31.4	99.2	92.4	91.4	93.3	94.2
	Numeracy	414.8	491.0	400.4	485.7	490	31.9	26.7	37.4	24.2	23.3	89.1	95.6	93.2	94.6	95.9

Learning for High Standards Through High Expectations	What will we do 2019 - 2023	How will we know	2019	2020	2021	2022	2023
			Reading	52%	53%	57%	67%
Students achieving at or above year level reading (Standard Exceeded)	Students achieving at or above year level reading (Standard Exceeded)	Year 3 and 5 students at or above national minimum standard in Reading	85%	84%	85%	95%	97%
			10: 90.1	10: 90.1	10: 90.1	10: 90.1	10: 90.1
			10: 90.1	10: 90.1	10: 90.1	10: 90.1	10: 90.1
			10: 90.1	10: 90.1	10: 90.1	10: 90.1	10: 90.1
Writing	Students achieving at or above national minimum standard	Year 3 and 5 students at or above national minimum standard in Writing	85%	84%	85%	95%	97%
			10: 90.1	10: 90.1	10: 90.1	10: 90.1	10: 90.1
			10: 90.1	10: 90.1	10: 90.1	10: 90.1	10: 90.1
			10: 90.1	10: 90.1	10: 90.1	10: 90.1	10: 90.1
Spelling	Students achieving at or above national minimum standard	Year 3 and 5 students at or above national minimum standard in Spelling	85%	84%	85%	95%	97%
			10: 90.1	10: 90.1	10: 90.1	10: 90.1	10: 90.1
			10: 90.1	10: 90.1	10: 90.1	10: 90.1	10: 90.1
			10: 90.1	10: 90.1	10: 90.1	10: 90.1	10: 90.1
Grammar & Punctuation	Students achieving at or above national minimum standard	Year 3 and 5 students at or above national minimum standard in Grammar & Punctuation	85%	84%	85%	95%	97%
			10: 90.1	10: 90.1	10: 90.1	10: 90.1	10: 90.1
			10: 90.1	10: 90.1	10: 90.1	10: 90.1	10: 90.1
			10: 90.1	10: 90.1	10: 90.1	10: 90.1	10: 90.1
Numeracy	Students achieving at or above national minimum standard	Year 3 and 5 students at or above national minimum standard in Numeracy	85%	84%	85%	95%	97%
			10: 90.1	10: 90.1	10: 90.1	10: 90.1	10: 90.1
			10: 90.1	10: 90.1	10: 90.1	10: 90.1	10: 90.1
			10: 90.1	10: 90.1	10: 90.1	10: 90.1	10: 90.1

3. Embed consolidation into learning support and improve reading achievement for ‘at risk’ children in Year 2,3,4 (2021).

4. Further training for Teacher Aides to deliver the consolidation program to maximise outcomes and return on investment.

Baseline/endpoint:

• PM Benchmark for identified students Sem 2 2021 to Sem 2 2022

• English A – C, Sem 2 2021 to Sem 2 2022

Comparison:

• distance travelled by student during 12 month period (Effect size)

• Reading age/chronological age comparison using norm-referenced diagnostic assessments.

Monitoring:

• 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 STL&N’s (Support Teaching Literacy and Numeracy) and class teacher focussing on teaching strategies that reinforce support and intervention

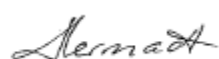
• Student reading samples/running records.

## 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"> <li>Supporting teachers in ensuring identification of the reading and writing demands of the Australian Curriculum and assessment aligned to achievement standards – backward mapping</li> <li>embedding explicit teaching and consolidation in the teaching of a consistent school wide approach in reading and writing</li> <li>continued support for teachers in embedding effective guided reading strategies and processes to support student learning</li> <li>Develop data literacy with teachers through data discussions 3 weekly as part of the collaborative planning process – marker students identified and tracked</li> <li>Learning Support Teacher Aide trained in the delivery of consolidations pitched through a 30/40/30 model for students who are at risk – minimum 4 times a week.</li> </ul>	<ul style="list-style-type: none"> <li>Sharratt, L. 2018. <i>Clarity: What Matters Most in Learning, Teaching, and Leading</i>.</li> <li>Frey, Nancy. &amp; Hattie, John. &amp; Fisher, Douglas. (2018). <i>Developing assessment-capable visible learners, grades K-12 : maximizing skill, will, and thrill</i>.</li> <li>Hollingsworth, J, &amp; Ybarra, S, 2009, <i>Explicit Direct Instruction – The Power of the Well-Crafted, Well-Taught Lesson</i>,</li> <li>Hattie, J, 2012, <i>Visible Learning for Teachers – Maximising Impact on Learning</i>,</li> <li>Archer, A. and Hughes, C. (2011). <i>Explicit instruction</i>.</li> <li>The work of John Fleming</li> </ul>
<ul style="list-style-type: none"> <li>Establish and embed effective early intervention program to support children in the early years who are at risk of not achieving benchmark</li> <li>Phonemic awareness through Heggerty delivered to all students with pace and fidelity.</li> <li>#AC2022, A-C targeting, moderation project</li> <li>Embed and consolidate “I can” statements, learning walls, data conversations, goal setting and student progress collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Fountas, I &amp; Pinnell, G 2009, <i>Levelled Literacy Intervention</i>,</li> <li>Sharratt, L, &amp; Fullan M, 2012, <i>Putting FACES on the Data</i>,</li> <li>Phonemic awareness : the skills that they need to help them succeed,</li> <li>Michael Heggerty, Phonemic awareness : the skills that they need to help them succeed</li> </ul>

## Our school will improve student outcomes by

Actions	Costs
Teachers provided support through planning and aligning Australian Curriculum to school's curriculum delivery – Work reform process approved – HOD	HOD \$ 130 000
Work reform for HOD – Behaviour – support PBL, reduce suspensions	HOD – B \$130 000
Additional 0.5 Deputy Principal to support staff, students specifically in the p-2 space with a focus on KindyLinQ, transitions to school, data literacy and planning, pedagogical coaching and feedback cycles.	\$72 000
Provide targeted professional learning and support in the effective delivery of Explicit Teaching and Guided Reading through observation, feedback, coaching and modelling	TRS \$30 000
Provide additional teacher aide support to classrooms focussing on English teaching to support guided reading and writing, and behaviour management	Wages \$120 000
Purchase additional Speech Language pathologist time to provide support and speech language programs for students with identified needs – additional 0.2 FTE	Wages \$ 18 000
Professional development – Pedagogy – John Fleming	Wages \$ 5 000
<b>School contribution</b>	<b>\$201 697</b>
<b>I4S</b>	<b>\$303 303</b>
<b>TOTAL</b>	<b>\$505 000</b>



**Jane Termaat**  
Principal  
Hambledon State School



**Michael De'Ath**  
Director-General  
Department of Education



**Queensland  
Government**