

# Investing for Success

Under this agreement for 2019  
NORTH ARM STATE SCHOOL will receive

**\$109 527\***

This funding will be used to

Target	Measures
<p>1. Increase the percentage of students achieving results in the Upper 2 Bands (U2B) for Spelling in Year 5 and Year 3.</p> <p>2. Reduce the percentage of students achieving results in the Lower 2 Bands (B2B) for Spelling in Year 5, and Year 3.</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ Spelling: 22% Year 5 in U2B, Sem 1 (2019) (2017 Yr 3 Students from 19%)</li> <li>○ Spelling: 31% Year 5 in U2B, Sem 1 (2020) (2018 Yr 3 Students from 28%)</li> <li>○ Spelling: 31% Year 3 in U2B, Sem 1 (2019)</li> <li>○ Spelling: 34% Year 3 in U2B, Sem 1 (2020)</li> <li>○ Spelling: 22% Year 5 in B2B, Sem 1 (2019) (2017 Yr 3 Students from 25%)</li> <li>○ Spelling: 13% Year 5 in B2B, Sem 1 (2020) (2018 Yr 3 Students from 16%)</li> <li>○ Spelling: 13% Year 3 in B2B, Sem 1 (2019)</li> <li>○ Spelling: 10% Year 3 in B2B, Sem 1 (2020)</li> <li>○ Year 3 &amp; 5 NAPLAN Spelling data (2019 &amp; 2020)</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ English A-E and NAPLAN Spelling B2B and U2B data from Similar Queensland State Schools (SQSS).</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Teacher planning documents and lesson observations</li> <li>○ Student feedback and work samples</li> <li>○ Movement on Progressive Achievement Test (PAT): Spelling Annual Assessment</li> <li>○ Bi-annual On-Demand Writing Data</li> <li>○ Bi-annual Spelling Mastery Placement Assessments</li> <li>○ Fortnightly Spelling Mastery Assessments</li> </ul> </li> </ul>
<p>3. Increase the percentage of students achieving results in the Upper 2 Bands for Reading in Year 5 and Year 3.</p> <p>4. Reduce the percentage of students achieving results in the Lower 2 Bands for Reading in Year 5, and Year 3.</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ Reading: 24% Year 5 in U2B, Sem 1 (2019) (2017 Yr 3 Students from 21%)</li> <li>○ Reading: 32% Year 5 in U2B, Sem 1 (2020) (2018 Yr 3 Students from 29%)</li> <li>○ Reading: 32% Year 3 in U2B, Sem 1 (2019)</li> <li>○ Reading: 35% Year 3 in U2B, Sem 1 (2020)</li> <li>○ Reading: 18% Year 5 in B2B, Sem 1 (2019) (2017 Yr 3 Students from 21%)</li> <li>○ Reading: 11% Year 5 in B2B, Sem 1 (2020) (2018 Yr 3 Students from 14%)</li> <li>○ Reading: 11% Year 3 in B2B, Sem 1 (2019)</li> <li>○ Reading: 8% Year 3 in B2B, Sem 1 (2020)</li> <li>○ Year 3 &amp; 5 NAPLAN Reading data (2019 &amp; 2020)</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ English A-E and NAPLAN Reading B2B and U2B data from Similar Queensland State Schools (SQSS).</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Teacher planning documents and lesson observations</li> <li>○ Movement on PAT Reading Annual Assessment</li> </ul> </li> </ul>
<p>5. Increase the percentage of students achieving results in the Upper 2 Bands for</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ Writing: 22% Year 5 in U2B, Sem 1 (2019) (2017 Yr 3 Students from 19%)</li> <li>○ Writing: 27% Year 5 in U2B, Sem 1 (2020) (2018 Yr 3 Students from 24%)</li> <li>○ Writing: 27% Year 3 in U2B, Sem 1 (2019)</li> <li>○ Writing: 30% Year 3 in U2B, Sem 1 (2020)</li> </ul> </li> </ul>

\* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



<p>Writing in Year 5 and Year 3.</p> <p>6. Reduce the percentage of students achieving results in the Lower 2 Bands for Writing in Year 5, and Year 3.</p>	<ul style="list-style-type: none"> <li>○ Writing: 14% Year 5 in B2B, Sem 1 (2019) (2017 Yr 3 Students from 17%)</li> <li>○ Writing: 3% Year 5 in B2B, Sem 1 (2020) (2018 Yr 3 Students from 6%)</li> <li>○ Writing: 4% Year 3 in B2B, Sem 1 (2019)</li> <li>○ Writing: 2% Year 3 in B2B, Sem 1 (2020)</li> <li>○ Year 3 &amp; 5 NAPLAN Writing data (2019 &amp; 2020)</li> <li>● Comparison: <ul style="list-style-type: none"> <li>○ English A-E and NAPLAN Writing B2B and U2B data from Similar Queensland State Schools (SQSS).</li> </ul> </li> <li>● Monitoring: <ul style="list-style-type: none"> <li>○ Teacher planning documents and lesson observations</li> <li>○ Student feedback and work samples</li> <li>○ Movement on PAT Spelling Annual Assessment</li> <li>○ Bi-annual On-Demand Writing Data</li> <li>○ Mini &amp; Maq Lit Assessments</li> <li>○ Literacy Continuum (Writing)</li> </ul> </li> </ul>
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## Our initiatives include

Initiative	Evidence-base
<ol style="list-style-type: none"> <li>1. Provide targeted professional development and coaching to deepen teachers' and aides' understandings of the teaching of Spelling through the Jolly Phonics and Spelling Mastery Programs.</li> <li>2. Develop a shared understanding of 'data literacy' and support teachers to effectively use data to inform targeted teaching.</li> <li>3. Develop and implement a whole school Direct Instruction approach to the teaching of Spelling.</li> <li>4. Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards.</li> <li>5. Develop a whole school approach for the identification and extension of high performing students in Spelling.</li> <li>6. Provide targeted professional development and coaching to deepen teachers' understandings of the teaching of Reading, through the Jolly Phonics, MiniLit and MaqLit Programs.</li> <li>7. Develop a shared understanding of 'data literacy' and support teachers to effectively use data to inform targeted teaching.</li> <li>8. Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards.</li> </ol>	<ul style="list-style-type: none"> <li>● Hattie, Fisher &amp; Frey, 2016, Visible Learning for Literacy: Implementing the Practices That Work Best to Accelerate Student Learning, California, US</li> <li>● Sharratt, L, &amp; Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, US</li> <li>● <b>Direct Instruction</b> According to Professor John Hattie, Direct Instruction (DI) developed by Siegfried and Kurt Engelmann in the 1960s, is a high-impact, evidence-based, teaching strategy. John Hattie's countless research studies have all focussed on what works best for learning in schools. One specific study of Hattie's focussed only on best pedagogy. Hattie reviewed over 300 research-studies which focussed on the impact that DI had on student results. He found that DI brought about above-average gains in both surface and deep learning for students of all ages and abilities. His findings showed that DI works far better than many other teaching approaches. John Hattie's review showed us that DI has twice the effect size of inquiry-based teaching, four times the effect size as problem-based learning and ten times the effect size of whole language learning. Furthermore, research continues to show that students participating in DI are more likely to have positive attitudes to learning; their hard work is leading to real improvements and the students know it. <i>Hattie and His High Impact Strategies for Teachers (2014)</i></li> <li>● <b>The MiniLit Early Literacy Intervention Program</b> A recent analysis of the progress of 194 struggling young readers who had attended MiniLit programs for</li> </ul>

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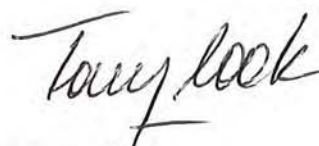
<p>9. Provide targeted professional development and coaching to deepen teachers' understandings of the teaching of Writing, using the Literacy Continuum.</p> <p>10. Assist teachers in the development of ability groupings, learning goals and teaching strategies based on Literacy Continuum.</p> <p>11. Continue to monitor, coach, provide feedback, review and motivate, through professional learning team meetings.</p> <p>12. Target students (14 from Yr 3 &amp; 14 from Yr 5) in/with potential to reach U2B in Writing, to participate in the Impact program. Target 56 students from Years 3-6 (14 per year level) to participate in GENAS extension Writing classes throughout the year.</p>	<p>four days per week for 15 weeks showed that they had made substantial and statistically significant gains on all of the measures of reading and related skills assessed, with very large effect sizes evident.</p> <p><b>MultiLit Research Unit, 2016</b></p> <ul style="list-style-type: none"> <li>• <b>Jolly Phonics</b> Reading research and a comparative time sampling study indicated that three factors made a significant difference to students' reading and spelling achievement. One introductory reading program that includes these three factors is Jolly Phonics.</li> <li>• <b>SPELD South Australia</b></li> <li>• <b>Spelling Mastery</b> <i>'We have been implementing the Spelling Mastery Program across Years 1 to 6 for the past 10 years, with great success. The spelling ages of our students have improved dramatically in recent years, and our NAPLAN™ test results indicate a high level of achievement in spelling compared to the rest of the state. From a teaching and learning perspective the results have been very pleasing.'</i> Mrs Michelle Leftwich, <b>Coordinator of Teaching and Learning at Coomera Anglican College, Qld</b></li> </ul>
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### Our school will improve student outcomes by

Actions	Costs
Providing teachers with cohort Professional Learning Team Meetings twice each term, facilitated by Head of Curriculum (HOC), Deputy Principal and Support Teacher Literacy and Numeracy	Replaced internally
Employing teacher aides to support the Spelling Mastery and MiniLit/MaqLit programs: 55 ¼ hours per week x 37 weeks x \$35 per hour	\$71550
Employing HOC for additional 0.5FTE (0.61FTE equivalent) to provide ongoing support for planning, modelling, observation and feedback processes.	\$52460
(*NB \$14,483 funded from other school sources)	\$124 010



**Kelly Edgar**  
Principal  
North Arm State School



**Tony Cook**  
Director-General  
Department of Education

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**Queensland**  
Government