

Investing for Success

**Under this agreement for 2016
Samford State School will receive**

\$209,337*

This funding will be used to

- For all students in Years 3-6 to demonstrate at least a year of academic growth as defined and outlined in the school year level benchmarks in writing from the 2016 and 2017 start of year assessment.
- For all students in Years Prep-6 to demonstrate at least a year of academic growth as defined and outlined in the school year level benchmarks in reading from the 2016 start and end of year assessment.
- In writing the mean scale score to be statistically above the national mean scales score for students in Year 3 and 5 in the 2016 and 2017 NAPLAN assessments.

Our initiatives include

- Implement a 'targeted teaching' approach to help identify individual learning needs and shape the learning experiences accordingly. *Goss, P., Hunter, J., Romanes, D., Parsonage, H., 2015, Targeted teaching: how better use of data can improve student learning, Grattan Institute.*
- Collaborative, evidenced based planning supported by a data coach to lead and upskill teachers in the analysis and application of learning data. *Sharratt, L. and Fullan, M. (2012) Putting FACES on the Data. What Great Leaders Do! Corwin, Thousand Oaks, CA.*
- Support the implementation of 'digital mark books' and 'electronic data walls' to track and monitor individual student progress with literacy and numeracy to develop a comprehensive process to implement individual learning targets matched with explicit learning interventions. *Marzano & Haystead (2009). Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies.*

Our school will improve student outcomes by

- Implement the key features of 'targeted teaching'. (\$117, 600)
 - Formative Assessment: using frequent use of assessment to identify individual learning levels and needs, with teachers using the results to adapt their teaching in order to meet those needs.
 - Explicit Feedback and Individual Learning Goals: Explicit and timely interactions to ensure students attain the individualised learning goals. This will be supported and implemented by a range of specialist staff working with students including; classroom teachers, Master Teacher, Data Coach, Support Teacher- Literacy and Numeracy, Teacher aides, Head of Curriculum and school leadership team.
 - Formative evaluation of teaching programs: the use of 'digital mark books' by teachers to understand and analyse the effects of our teaching strategies and the impact they are having on individual students.
- Supporting individual learning pathways of identified or at risk students with intensive intervention, learning support, digital technologies and engagement of specialist support staff.(\$56 737)
- Professional learning focussing on in differentiated classroom practice, age appropriate pedagogies and student centred curriculum. (\$35000)

Bradley Clark
Principal
Samford State School

Rachel Foley-Lewis
School Council Chair
Samford State School