

Investing for Success

Under this agreement for 2017
Samford State School will receive

\$208,337*

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 2017 and 2018 start of year assessment.
- For all students in Years Prep-6 to demonstrate at least a year of academic growth as defined in the school year level benchmarks in reading from the 2016 start and end of year assessment.
- For Year 5 students to demonstrate two years of academic growth in NAPLAN assessment from previous assessment, 2 years prior, as defined in quartile benchmarks (See over page).

Our initiatives include

- Implement a 'targeted teaching' as defined in the four year strategic plan to 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.*
- Build a culture of authentic collaborative learning driven by analysis of student data and focused upon the development of teachers' knowledge, skills and understanding. *Harris, A, and Jones, M 2012, Connecting professional learning: leading effective collaborative enquiry across teaching school alliances, National College for School Leadership, UK. Hattie, J. (2015) What Works Best in Education: The Politics of Collaborative Expertise, London: Pearson.*
- Develop a comprehensive process to implement individual learning targets matched with explicit learning interventions and high quality feedback. *Hattie, J., & Gan, M. (2011). Instruction based on feedback. In R. Mayer & P. Alexander (Eds.), Handbook of research on learning and instruction (pp. 249-271). New York: Routledge. Marzano & Haystead (2009). Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies. Brooks, Cameron David (2016). Feedback for learning: a mixed methods study in the upper primary classroom PhD Thesis, School of Education, The University of Queensland. doi:10.14264/uql.2016.644*

Our school will improve student outcomes by

- Implement the key features of 'targeted teaching'. (\$115, 000)
 - Formative Assessment: using pre-tests and ongoing formative assessment to shape individual learning pathways that academically challenge and extend all students.
 - 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 on learning of 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. (\$19 592)
- Implement observation and feedback cycles and upskill staff to have rigorous professional conversations. This is a collaborative way for staff to set new goals and challenges, reflect on feedback, and engage in formalized professional learning. (\$74 745)

Brad Clark

Bradley Clark
Principal

R Foley-Lewis

Rachel Foley-Lewis
School Council Chair

Investing for Success

2017 IFS Targets

	Quartile 1	Quartile 2	Quartile 3	Quartile 4	Mean
<i>NAPLAN Writing Year 3</i>	355	415	449	495	432
<i>NAPLAN Writing Year 5</i>	403	473	515	559	488
<i>NAPLAN Reading Year 3</i>	339	414	467	536	446
<i>NAPLAN Reading Year 5</i>	436	499	543	649	533
<i>PAT- Reading Year 2</i>	80	95	109	125	105
<i>PAT- Reading Year 3</i>	100	114	122	134	120
<i>PAT- Reading Year 4</i>	108	122	129	140	127
<i>PAT- Reading Year 5</i>	117	129	137	174	132
<i>PAT- Reading Year 6</i>	122	133	142	151	136
<i>OYOG Writing Year 2</i>	290	341	381	437	362
<i>OYOG Writing Year 3</i>	331	399	429	474	443
<i>OYOG Writing Year 4</i>	360	424	459	530	443
<i>OYOG Writing Year 5</i>	393	454	491	548	472
<i>OYOG Writing Year 6</i>	397	468	506	573	486

Key

<i>Interim Milestones</i>	
<i>Summative Measures</i>	

OYOG = One Year of Growth