

Investing for Success

Under this agreement for 2017 Mossman State School will receive

\$122,825*

This funding will be used to

- Guarantee that every student will either:
- Achieve National Minimum Standard (NMS) in literacy and numeracy NAPLAN or have an evidence based Individual Curriculum Plan [ICP] to address their specific learning needs
- Increase Year 3 students reaching NMS NAPLAN Reading from 93% in 2016 to 96% in 2017
- Maintain Year 5 students reaching NMS NAPLAN Reading at 100% in 2016 and 100% in 2017
- Increase the number of Year 3 students in the U2B in NAPLAN Reading from 50% in 2016 to 60% by 2017
- Increase the number of Year 5 students in the U2B in NAPLAN Reading from 43.5% in 2016 to 50% by 2017
- Increase our P-3 students who achieve School and Regional Benchmarks in PM from:
 - Prep - PM 9 [52% in 2016 to 60% in 2017]
 - Year 1 - PM 19 [55% in 2016 to 70% in 2017]
 - Year 2 – PM 23 [76% in 2016 to 80% in 2017]
 - Year 3 – PM 25 [72% in 2016 to 75% in 2017]
- Have 80% of our P-2 students achieve School and Regional Benchmarks in PM and sightwords in 2017:
 - Prep - PM 9 and [100 sightwords]
 - Year 1 - PM 19 and [200 sightwords]
 - Year 2 – PM 25 and [500 sightwords]
- Have 30% of P-2 students reach stretch targets in reading of: PM 12 [Prep]; PM 22 [Year 1]; PM 27 [Year 2] in 2017.

Our initiatives include

- Continue to implement a structured, whole-school approach to the teaching of reading including modelled, shared and guided reading every day in Grade P-6 [*Evidence: Bayetto Big 6; OFSTED Reading by Six 2010; Rose Report*]
- Refine alignment of “blending, segmenting and tracking” consolidations with instruction [*Evidence: Fleming*]
- Purchase additional resources to support explicit instruction in reading [Fitzroys, Guided Readers, CAFÉ Menu] [*Evidence: Archer and Hughes 2011; Hollingsworth and Ybarra 2009*]
- Refine the P-2 Phonological Awareness Program [*Evidence: The Rose Report, 2006; Bayetto (Big 6)*]
- Introduce a whole-school vocab program [*Bayetto (Big 6)*]
- Continue to build teacher capability by employing a Head of Teaching and Learning to work with teachers modelling, coaching, giving feedback and providing professional development [*Evidence: Hattie 2008*]
- Continue to support Homework Program at Mossman Gorge through purchase of site licences of literacy program/s
- Extend before-school Reading Club with resources, incentives, professional development of staff
- Align before-school reading club program, home reading program and classroom reading program at the instructional level
- Monitor reading data of all students 5-weekly and identified students fortnightly
- Continue to implement school-wide approach to reading intervention:
 - Identify P-6 students at risk of not meeting benchmarks
 - Develop and implement reading intervention program
 - Fortnightly meetings to monitor for progress
- Utilising cluster Master Teacher position to support whole-school writing strategy;

* Funding amount estimated on 2016 data. Actual funding will be determined after 2017 enrolment data are finalised.

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- Employing external consultants to diagnose learning disabilities in identified students.

Our school will improve student outcomes by

• Purchasing additional physical resources [guided readers, Fitzroys, 7 Steps] to support explicit instruction in reading in classrooms, Before School Reading	\$2,825
• Purchasing teacher aide / teacher time for intensive reading intervention	\$120,000

Randal Smith
Principal
Mossman State School

Director-General
Department of Education and Training