

Investing for Success

Under this agreement for 2018

Mossman State School will receive

\$136 600*

This funding will be used to

- Guarantee that every student will either:
- Meet the 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 90% in 2017 to 96% in 2018
- Maintain Year 5 students reaching NMS NAPLAN Reading at 100% in 2017 and 100% in 2018
- Increase the number of Year 3 students in the Upper Two Band (U2B) in NAPLAN Reading from 33% in 2017 to 45% by 2018
- Increase the number of Year 5 students in the U2B in NAPLAN Reading from 36% in 2017 to 45% by 2018
- Increase our P-3 students who achieve School in PM from:
 - Prep - PM 9 [52% in 2017 to 60% in 2018]
 - Year 1 - PM 19 [55% in 2017 to 63% in 2018]
 - Year 2 - PM 23 [76% in 2017 to 84% in 2018]
 - Year 3 - PM 25 [72% in 2017 to 80% in 2018]
- Have 80% of our P-2 students achieve School Benchmarks in PM and sight words in 2018:
 - Prep - PM 9 and [100 sight words]
 - Year 1 - PM 19 and [200 sight words]
 - Year 2 - PM 25 and [500 sight words]
- Have 30% of P-2 students reach stretch targets in reading of: PM 12 [Prep]; PM 22 [Year 1]; PM 27 [Year 2] in 2018.

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 Years 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, SRA and CSI kits] [*Evidence: Archer and Hughes 2011; Hollingsworth and Ybarra 2009*]
- Refine the P-2 Phonological Awareness Program [*Evidence: The Rose Report, 2006; Bayetto (Big 6)*]
- Consolidate a whole-school Vocabulary 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;
 - Employing external consultants to diagnose learning disabilities in identified students.

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



- Purchasing teacher aide / teacher time for intensive reading intervention

Our school will improve student outcomes by

Actions	Costs
<ul style="list-style-type: none"> • Purchasing additional physical resources [guided readers, Fitzroys, 7 Steps] to support explicit instruction in reading in classrooms, Before School Reading, Mossman Gorge Site Licences 	\$ 6 600
<ul style="list-style-type: none"> • Purchasing teacher aide and teacher time for intensive reading intervention 	\$ 130 000



Randal Smith
Principal
Mossman State School



Patrea Walton
A/Director-General
Department of Education

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