Investing for Success

Under this agreement for 2018
North Arm State School will receive

$126,925[*]

This funding will be used to

Target	Measures

1. Increase the percentage of students in the Upper 2 Bands (U2B) for Spelling in Year 5 - from 16% (2017) to 32% (2019)
 	
2. Increase the Mean Scale Score (MSS) of students in Year 5 Spelling - from 481 (2017) to 501 (2019)
	• Baseline/endpoint:
	  o Spelling: 24% Year 5 in U2B, Semester 1 (2018)
	  o Spelling: 32% Year 5 in U2B, Semester 1 (2019)
	  o Spelling: Year 5 MSS 491 (2018)
	  o Spelling: Year 5 MSS 501 (2019)
	• Comparison:
	  o English A-E and NAPLAN Spelling MSS and U2B data from Similar Queensland State Schools (SQSS)
	• Monitoring:
	  o Teacher planning documents and lesson observations
	  o Student feedback and work samples
	  o Movement on PAT Spelling Annual Assessment
	  o Biannual On-Demand Writing Data
	  o Biannual Spelling Mastery Placement Assessments

3. Increase the percentage of students in the U2B for Reading in Year 5 - from 34% (2017) to 40% (2019)
 	
4. Increase the Mean Scale Score of students in Year 5 Reading - from 499 (2017) to 515 (2019)
	• Baseline/endpoint:
	  o Reading: 37% Year 5 in U2B, Semester 1 (2018)
	  o Reading: 40% Year 5 in U2B, Semester 1 (2019)
	  o Reading: Year 5 MSS 507 (2018)
	  o Reading: Year 5 MSS 515 (2019)
	• Comparison:
	  o English A-E and NAPLAN Spelling MSS and U2B data from Similar Queensland State Schools (SQSS)
	• Monitoring:
	  o Teacher planning documents and lesson observations
	  o Student feedback and work samples
	  o Movement on PAT Reading Annual Assessment
	  o Mini-Lit and MacqLit Placement Assessments (pre- and post-program)

Our initiatives include

Initiative	Evidence Base
1. Provide targeted professional development and coaching to deepen teachers' and aides' understanding of the teaching of Spelling through the Jolly Phonics and Spelling Mastery	• Hattie, Fisher & Frey, 2016 *Visible Learning for Literacy: Implementing the Practices That Work Best to Accelerate Student Learning* Corwin, California, US • Sharratt, L, & Fullan M, 2012 *Putting FACES on the Data: What Great Leaders Do!* Corwin, California, US

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Programs

2. Develop a shared understanding of 'data literacy' and support teachers to effectively use data to inform targeted teaching

3. Develop and implement a whole school Direct Instruction approach to the teaching of Spelling

4. Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards

5. Develop a whole school approach for the identification and extension of high performing students in Spelling

6. Provide targeted professional development and coaching to deepen teachers' understandings of the teaching of Reading, through the Jolly Phonics, MiniLit and MacqLit Programs

7. Develop a shared understanding of 'data literacy' and support teachers to effectively use data to inform targeted teaching

8. Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards

- **Direct Instruction**
  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
  Hattie and His High Impact Strategies for Teachers (2014)

- **The MiniLit Early Literacy Intervention Program**
  A recent analysis of the progress of 194 struggling young readers who had attended MiniLit programs for four days per week for 15 weeks showed that they had made substantial and statistically significant gains (p<0.0005) on all of the measures of reading and related skills assessed, with very large effect sizes evident
  MultiLit Research Unit, 2016

- **Jolly Phonics**
  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
  SPELD South Australia

- **Spelling Mastery**
  '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.'
  Mrs Michelle Leftwich, Coordinator of Teaching and Learning at Coomera Anglican College, Queensland

Our school will improve student outcomes by

Actions	Costs
Provide targeted professional learning (including MiniLit and MacqLit professional development (PD) for all teacher aides delivering these programs, Jolly Phonics for all P-2 teachers and Spelling Mastery PD for all teachers and aides using the program), supported by planning, modelling, observation and feedback processes	Jolly Phonics 10 x $145= **$1 450** Spelling Mastery 8 x $200= **$1 600** MiniLit **$2 680** MacLit **$2 680**
Provide teachers with a Data Day each term, facilitated by Master Teacher (MT)/ Head of Curriculum (HOC)	Replaced internally
Provide teachers with a cohort Professional Learning Team Meeting each term, facilitated by MT/HOC, Deputy Principal and Support Teacher Literacy and Numeracy	Replaced internally
Purchase resources: Spelling Mastery Teacher Manuals, Spelling Mastery Student Workbooks, MiniLit Student Workbooks, MacLit Student Workbooks, MiniLit and MacLit additional readers, and furniture for room, stationery, etc.	**$10 000**
Employ teacher aides to support the Spelling Mastery and MiniLit/MacLit programs: 40 hours per week x 39 weeks x $35 per hour	**$54 600**
Employ Master Teacher/HOC for additional 0.5 FTE to provide ongoing support for planning, modelling, observation and feedback processes	**$68 000**
	$141 010^

^Additional funding provided by school: **$14 085**

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