

Investing for Success

Under this agreement for 2018

Darling Heights State School will receive

\$747,500

This funding will be used to

- Provide targeted literacy and numeracy intervention to identified students and improve outcomes. 35% of our students to receive targeted support by Dec 2018 & 100% of these to show improvement, 80% better than 2 PM levels. In Year 3, as part of this targeted intervention, increase the percentage of students reaching Reading NMS from 95.2% to 100%.
- Improve teacher capability to plan for unit delivery and analyse and use data to improve student outcomes. Have 100% of teachers able to provide a literacy data profile and use data when planning.
- Increase the percentage of students achieving the National Minimum Standard for literacy and numeracy particularly in reading.
- Increase the percentage of Prep-Year 6 students meeting the DDSW Region's Reading Benchmarks from 65% to 75%. This target will include our students with English as an Additional Language or Dialect (EAL/D)
- Continue to engage and involve families in Early Years Programs, (Pre-Prep and Playgroup Programs.)
- Continue to employ a Student/Parent Engagement Officer.
- Provided targeted technology resources to support classroom pedagogy.

Our initiatives include

- Deliver research validated intervention program **Leveled Literacy Intervention (LLI)**
Evidence: Fountas & Pinnell Leveled Literacy Intervention System Case Study, (2011)
- Review **student performance data** (Darling Heights SS Assessment Framework). This will occur, DP Curriculum and Data driven, once a term and fortnightly by class teachers.
Evidence: Hattie, John – Visible Learning for Teacher, (2012)
- **Build teacher capability** in analysing student performance data to develop differentiated programs to improve student outcomes
Evidence: Tomlinson, C.A, (2001 – 2003), Darling Heights State School Assessment Framework
- Increase Collegial Learning Networks by implementing Swvil's to the Coaching Program. Continue to provide 1 PLC Days per teacher to undertake professional learning opportunities.
Evidence: Hargreaves, (2008), Professional Culture and Communities.
- Address, through the **Learning Connections Program**, the developmental immaturities and lack of school readiness that present in at least 30% of the students entering school.
Evidence: 2012 AEDI: Hansen & Joshi 2012, Children of the 21st Century, The 1st 5 Years.
- Maintain Speech Therapist time by 2 days beyond the staffing allocation.
- Continue the Pre-Prep/Playgroup program at our School.
- Ensure teaching programs are not disrupted when Teacher Assistants are absent - "Absence Fund"
- Employ a Classroom Innovation Coach to partner with teachers as they become more effective in extending Classroom Practice. Sharratt and Fullan - DDSW 2018 Charter for Improvement
- Extend the Sight, Sounds Program SSP from Prep to Year Two with familiarisation in Year Three.

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



**Queensland
Government**

Our school will improve student outcomes by

<ul style="list-style-type: none"> Engaging and training staff (Teacher Assistants) to deliver targeted intervention in literacy based on data analysis/individual and/or group learning goals and specific teaching strategies. -Leveled Literacy Intervention: 3 x Teacher Assistants 27hpw Program 1: Year 3 & 5, Program 2: Prep & Y1, Program 3: Y2 & Y4 -SSP Program : 4 x Teacher Assistants (4 Aides x3h x 52w) -Teacher Assistants Replacement Fund 	\$ 155 000 \$ 22 500 \$ 20 000
<ul style="list-style-type: none"> Delivering the Learning Connections Program to all students in Prep and Year One. A 30 % improvement in cognitive development, sensory processing and neurological readiness is sought and will be assessed by monitoring the reading progress of students. Teacher Assistants 6 x 3h x 52 weeks (Learning Connections) One Teacher Day per week to coordinate and conduct research 	\$ 34 000 \$ 20 000
<ul style="list-style-type: none"> Implementing a cycle of data analysis by teachers to develop student centred literacy and numeracy programs: <i>teacher release and meeting time for 28 teachers, once per term full day each.</i> 	\$ 50 000
<ul style="list-style-type: none"> Increase Collegial Learning Networks by implementing a Coaching Program and appointing key teachers as Coaches. Provide 1 PLC Days per teacher (40) to undertake professional learning opportunities. 	\$ 18 000
<ul style="list-style-type: none"> Pre-Prep/Playgroup program 2 x Teacher Assistants (2 Aides x8h x 52w) Coordination Early Years (1 teacher day per week) Speech Therapist (2 additional days) Speech Sound Pics Program implementation One Teacher day per week coordination SSP (0.2 FTE) 	\$ 30 000 \$ 20 000 \$ 30 000 \$ 10 000 \$ 20 000
<ul style="list-style-type: none"> Student/Parent Engagement and Support Officer (30hrs per week) Resources 	\$ 55 000 \$ 3 000
<ul style="list-style-type: none"> Classroom Innovation Coach including \$5000 resources (1.0 FTE) Upper-school Literacy/Numeracy Support (21hrs TA) Student Engagement Officer – Attendance (0.5 FTE) Year 4 Sport Engagement Program (0.1 Teacher FTE) Restart Program Technology – Yr2/Yr3 iPads (\$20K), Yr 5/6 laptop program (\$20K) Technology Support (AAEP) 	\$ 100 000 \$ 40 000 \$ 50 000 \$ 10 000 \$ 10 000 \$ 40 000 \$ 10 000
Total I4S Funding	\$747,500



Mark Creedon
Principal
Darling Heights State School



Patrea Walton
A/Director-General
Department of Education

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

