

Investing for Success

Under this agreement for 2020

Darling Heights State School will receive

\$695,842*

This funding will be used to

- Provide targeted literacy and numeracy intervention to identified students & improve outcomes;
- 20% of our students to receive targeted support by Dec 2020 & 100% of these to show improvement equal to or greater than 2 PM levels;
- Improve Y 3 Reading results from 96.7 at or above National Minimum Standard (NMS) to 100% & students in Upper Two Bands (U2B) 41.5 to 50%;
- Improve Y 5 Reading results from 90.7 at or above National Minimum Standard (NMS) to 100% & students in Upper Two Bands (U2B) 26.7 to 35%;
- Increase the percentage of students (Prep-Year 6) achieving benchmark, against the DDSW expectations by 5% in each year level;
- Improve teacher capability to plan for unit delivery, engaging with Age Appropriate Pedagogies, using 'Can Do' statements and student data to inform deliberate and informed pedagogical choices;
- 100% of teachers will share their 'data story' & how this has influenced pedagogical choice;
- Improve A-C achievement from 70% to 75% in English across the school;
- Continue to engage & involve families in Early Years Programs, (Pre-Prep & Playgroup Programs);
- Continue to employ a Student/Parent Engagement Officer.

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
- Continue Professional Collegial Learning Networks by providing 1 Professional Learning Community (PLC) Day per teacher per Semester to undertake professional learning opportunities.
Evidence: Hargreaves, (2008), Professional Culture and Communities.
- Address, through the **Learning Connections Program**, the developmental immaturities and 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 Teacher and Teacher Aide - Student Support and Engagement - Behaviour and Attendance
- Trial a "Hands on Learning Project" through Save the Children.
- Extend the Sight, Sounds Program (SSP) from Prep to Year Four with familiarisation in Year Five.



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*Funding amount estimated on 2019 data. Actual funding will be determined after 2020 enrolment data are finalised. Actual expenditure may vary due to changes in finalised 2020 enrolment data and student learning needs.

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: 2 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 	\$ 105,000 \$ 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 Day per teacher (40) to undertake professional learning opportunities. 	\$ 36,000
<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) 	\$ 40,000 \$ 20,000
<ul style="list-style-type: none"> Speech Therapist (2 additional days) 	\$ 30,000
<ul style="list-style-type: none"> Speech Sound Pics Program implementation One Teacher day per week coordination SSP (0.2 Full-Time Equivalent - FTE) 	\$ 10,000 \$ 20,000
<ul style="list-style-type: none"> Student/Parent Engagement and Support Officer (30hrs per week) Resources 	\$ 55,000 \$ 20,000
<ul style="list-style-type: none"> Teacher - Student Support and Engagement - Behaviour and Attendance (1.0 FTE) 	\$ 100,000
<ul style="list-style-type: none"> Teacher Aide - Student Support and Engagement - Behaviour and Attendance (25h x 52w) 	\$ 55,000
<ul style="list-style-type: none"> Hand on Learning Project 	\$ 16,342
<ul style="list-style-type: none"> Restart Program 	\$ 12,000
<ul style="list-style-type: none"> Technology Support for New and Ongoing Programs 	\$ 10,000
<ul style="list-style-type: none"> Technology/Admin Support (Administrative Assistance Enhancement Program - AAEP) 	\$ 20,000
Total Investing for Success (I4S) Funding	\$695,842



Mark Creedon
Principal
Darling Heights State School



Tony Cook
Director-General
Department of Education



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