

# Investing for Success

Under this agreement for 2021  
Macleay Island State will receive

**\$102,166**

## This funding will be used to:

Target	Measure
<p>1. <b>Improve student achievement in reading P-2</b></p> <ul style="list-style-type: none"> <li>80% students LOA C or better</li> <li>80% students Cluster 4 Literacy Continuum at end of prep</li> <li>80% students Cluster 6 Literacy Continuum at end of year one</li> <li>80% students Cluster 8 at end of year 2</li> </ul>	<p><i>Baseline data</i></p> <ul style="list-style-type: none"> <li>Early start upon entry to prep (2021 cohort)</li> <li>Early start end of prep (2021 Year 1 cohort)</li> <li>Early start end of year 1 (2021 Year 2)</li> <li>PAT-R Year 1</li> <li>PAT – R Year 2</li> </ul> <p><i>Comparison data:</i></p> <ul style="list-style-type: none"> <li>English A-E</li> <li>PAT R scale scores</li> <li>Fountas &amp; Pinnell</li> </ul> <p><i>Monitoring data</i></p> <ul style="list-style-type: none"> <li>Informal running records</li> <li>Movement on literacy continuum</li> </ul>
<p>2. <b>Improve access to, and teaching, learning and assessment of the Australian Curriculum through participation in the SER Leading Learning Collaborative.the Learning Framework</b></p>	<p><i>All staff are able to clearly articulate:</i></p> <ul style="list-style-type: none"> <li>What they are teaching</li> <li>Why they are teaching it.</li> <li>How they are teaching it.</li> </ul> <p><i>All students are able to clearly articulate:</i></p> <ul style="list-style-type: none"> <li>What are you learning? Why?</li> <li>How are you doing?</li> <li>How do you know</li> <li>How can you improve?</li> <li>Where do you go for help?</li> </ul> <p><i>(CLARITY what matters most in learning, teaching and learning. Sharratt, L., 2019 Corwin press)</i></p>



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## Our initiatives include:

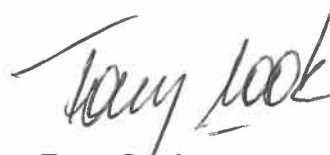
Initiative	Evidence-Base
<p>1. Use professional learning teams (PLTs) coached by a Speech Language Pathologist (SLP) to develop teachers and teacher aides knowledge of effective and explicit teaching strategies to develop student knowledge and skills in Phonemic Awareness and Phonics using the SoundWrite program P-2</p>	<p><i>Sounds Write it is a highly structured, cumulative, sequential, explicit and code-oriented instructional programme for teaching all children to read and spell.</i></p> <p><i>The materials and approach promoted are designed for teaching discrete, daily sessions, progressing from simple to more complex phonic knowledge and skills and covering the major grapheme/phoneme correspondences.</i></p> <p><i>A multi-sensory approach is promoted so that children learn variously from simultaneous visual, auditory and kinaesthetic activities which are designed to secure essential phonic knowledge and skills. <a href="https://www.sounds-write.co.uk/">https://www.sounds-write.co.uk/</a></i></p>
<p>2. Use professional learning teams (PLTs) coached by the Head of Curriculum to develop teacher knowledge and understanding of the P-10 Australian Curriculum content descriptions and achievement standards working with <i>The 14 Parameters - A Learning Framework</i>.</p>	<p>'Clarity is being explicit about precision in practice through research done, experiences lived and knowledge gained from collaboratively working side by side to improve the outcomes for all students.' (Sharratt, L., 2019, Corwin Press)</p>

## Our school will improve student outcomes by

Action	Personnel	Total Cost
Engage a Speech Language Pathologist 1 day per fortnight	Anita Hosnell SER HP3/3	\$10,026.00
Engage Classroom Teacher 0.46 per week	Sophie Wilson	\$34,655.71
Engage Head of Department (Curriculum) 0.6 FTE	Anne Carlaw	\$57,484.29



**Glenda Seawright**  
Principal  
Macleay Island State School



**Tony Cook**  
Director-General  
Department of Education



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