Under this agreement for 2014 Hatton Vale SS will receive $91425

This funding will be used to

- Continue to implement daily guided, shared and modeled reading across the school to improve school results in Reading.
- Develop individual learning plans for those students at risk of not achieving NMS in Spelling and Writing.
- Improve teacher capabilities, through a whole school approach to the teaching of Spelling and Writing.
- Develop staff and parent capability through a range of professional learning sessions conducted by UQ Health and Rehabilitation Clinical Supervisors, SLP AVTs, Early Years HOC and MSSWD online training programs.
- Increase the % of Year 3 students meeting NMS in Writing from 82% to 92% by 2014.
- Increase the % of Year 3 students meeting NMS in Writing from 82% to 100% by 2015.
- Increase the % of Year 3 students meeting NMS in Spelling from 76% to 95% by 2014.
- Increase the % of Year 3 students meeting NMS in Spelling from 76% to 100% by 2015.

Our strategy will be to

- Use an on-going process of identifying student’s current achievement level, determining the student’s future learning needs, teaching to these needs, re-assessing effectiveness of the teaching strategy and then embarking on the next learning cycle.
- Review student data on a fortnightly cycle to adjust curriculum, resources and pedagogy.
- Use Early Start on-entry to Prep Literacy and Numeracy screeners to provide student base-line data and to develop individual learning plans and learning goals.

Evidence:
- O’Neal, Chris – Data-driven Decision Making, Hawker Brownlow, 2012

Our school will improve student outcomes by
- Building teacher capacity in data analysis and development of targeted teaching strategies by releasing teachers to work with the Early Years HOC and cluster pedagogy coach. $5000
- Developing a "cycle of review" which provides opportunities to collect, analyse and share data with a focus on each student moving a spelling feature each fortnight.
- Introducing whole class pre and post screening and whole class Oral Language Intervention Programs – OLEY supported by Early Years HOC and SLT AVT. $4000
- Introducing whole class pre and post screening and whole class phonological awareness intervention program (PMAP 2) supported by Early Years HOC and SLT AVT. $4000
- Using triangulation of NAPLAN, Pat-R, Report Card and WTW data to develop individual learning plans that incorporate specific targeted teaching strategies, targets and learning goals.
- Employing a suitably trained teacher aide to work with individual/small groups of students to provide intensive instruction based on the individualised learning goals and specific teaching strategies. $17850 taide
- Employing an Early Years HOC to implement the Brigance Screener and provide release for Prep teachers to conduct On-Entry To Prep Early Start screeners to establish base line data. Develop individual learning plans from this data.
- Work with the Early Years HOC, the Cluster Pedagogy Coach and Regional CPL team to develop a professional learning program to build teacher capability in consistently using “High Yield Teaching Strategies” in their classroom practice.
- Auditing the teaching of reading against the Big Six. Developing a whole school approach to teaching reading ensuring that the six aspects are taught in each classroom – oral language, phonological awareness, letter sound knowledge, vocabulary development, fluency and comprehension. $5455
- Employing the Early Years HOC to build capacity around teaching reading and incorporating the Big Six into planning and explicit instruction. $40000
- Participating as a K to 2 team in the online module pilot of “How to Teach Reading” with early career and experienced teachers to address the specific learning needs of all students.
- Building teacher capacity in teaching foundation literacy knowledge and skills through participation in the MSSWD online modules including Speech, Language and Communication Needs and Dyslexia and Significant Reading Difficulties. $15120 TRS

Gayle Coleman
Hatton Vale State School

Dr Jim Watterston
Director-General