**Snapshot report**

**Under the Investing for Success Agreement for 2016**

Morayfield State School received $444,645

Our full 2016 agreement can be found at: [https://morayfieldss.eq.edu.au/Pages/default.aspx](https://morayfieldss.eq.edu.au/Pages/default.aspx)

**Our Initiatives**

- Provide professional development and support to teaching staff in inquiry based learning thus providing relevant hands on curriculum to engage learners
- Establishment of Professional Learning Communities, peer observations and feedback culture through the pedagogy and engagement coaches and instructional rounds
- Implement and monitor teaching of reading (specifically comprehension strategies) and numeracy, through “The Morayfield Way” our pedagogical practice guide.
- Implement Early Years Oral Language and early intervention programs in prep to year 2 classrooms

Our School will improve student outcomes by

- Additional Speech Language Pathology $29,000
- Engage a pedagogy coach to embed guided reading with a comprehension focus $128,000
- Engage an engagement coach .5 to support student’s to engage in the curriculum $60,000
- Engage para professionals to support guided reading and comprehensions in the early years $89,000
- Engage .6 of a Support teacher – Literacy and numeracy to provide learning plans $60,645
- Provide Professional Development to support inquiry based learning (Lane Clark) $60,000
- Provide Professional Support to teachers through Classroom Profiling $18,000

**Our school initiatives are on track to meet or exceed our targets**

During 2016, we focused on maximising the benefits of this funding for our students. After reviewing our 2016 *Investing for Success* agreement, it is clear that we are on track to meet or exceed our targeted student outcomes. We continue to implement our initiatives to ensure that every student succeeds.

Strategies implemented include:

- Implemented a Whole School approach to the teaching of Guided Reading
- Developed School capability in explicit teaching through coaching and mentoring using the gradual release model.
- Professional development and resourcing for teacher capacity through Reading coach
- Employment of .8 teacher (Intervention to ‘at risk’ students)
- EAL/D focus – 6 teacher aides implementing an Oral Language focus groups for 40 mins each day
- Oral language focus in PREP – implemented Read it Again and OLEY programs
- Sep targeted intervention in reading groups to students well below benchmarks
Evidence of progress in 2016:
NAPLAN

**Reading**
Year 3 – At or above NMS improved from 71.4% to 85.1% (13.7% increase)
Year 3 – U2B improved from 3.6% to 6.9% (3.3% increase)

Year 5 – At or above NMS cohort data improved from 72.1% TO 79.7% (7.6% increase)
Year 5 – U2B improved from 1.2% to 5.8% (4.6% increase)

**Writing**
Year 3 - At or above NMS improved from 70.2% to 89.2% (19.5% increase)

Year 5 - At or above NMS improved from 56.6% to 74.3% (17.7% increase)

**Numeracy**
Year 3 - At or above NMS improved from 72.3% to 89.2% (16.9% increase)

Year 5 - At or above NMS improved from 83.3% to 86.8% (3.5% increase)

**Headline Indicators**
Indicates growth from red to orange and green in relative gains

**Whole School Targeted Reading**
Improvement of students achieving benchmark has increased from 19.6% to 42.5%

**Writing**
Year 3 moved from 89 down to 34 (closed by 55 points)

**Closing the Gap**
NAPLAN results indicated
Reading - Year 3 remained consistent from 42 to 45 (increased by 3 points)
Reading - Year 5 moved from 32 down to -20 (closed by 52 points – now performing above non indigenous mean)