

2017 Investing for Success



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Under this agreement for 2017 Sunnybank Hills State School will receive

\$558 518*

This funding will be used to (Targets)	Our Initiatives include	Our school will improve student outcomes by (Actions)	Funding
<p>Sunnybank Hills has an enrolment of 1300 students from Prep to Year 6.</p> <p>By the end of 2017 have 60% of Prep students reading at or above PM level 10. Improving on the 53% achieved in 2016.</p> <p>By the end of 2017 have 90% of year One students reading at or above PM level 14 or above with 50% of those students reading at PM 20 or above.</p>	<ul style="list-style-type: none"> • Enhance and extend Professional Learning Communities across the school data to review student performance and ensure sustainable and continued pedagogical effectiveness and improvement. • Refine our approach and strategies to phonemic awareness, synthetic phonics instruction, fluency, vocabulary and comprehension in the teaching of reading. 	<ul style="list-style-type: none"> • Train and deploy the equivalent of 6 specialist teacher aides to supplement reading instruction across phonemic awareness, synthetic phonics instruction, fluency, vocabulary, and comprehension. • Coach and mentor teachers in the use and refinement of evidence-based best pedagogical practice. Using John Fleming’s model of explicit teaching including teacher directed learning, explicit instruction, teacher student relationships, and moving learning from short term to long term memory. • Purchase resources to support implementation of approach including, student and teacher reading materials. 	<p>\$300000 (teacher aide hours) \$190000 (teachers) \$10000 (Resources & Professional development)</p>
<p>By the end of 2017 have 82% of the 74 EAL/D students in Year One reading at or above PM level 10. Improving on the current 44%.</p> <p>By the end of 2017 have 76% of 86 EAL/D students in Year Two reading at or above PM level 20. Improving on the current 31%.</p>	<ul style="list-style-type: none"> • Refine our approach and strategies to teaching oracy, phonemic awareness, synthetic phonics instruction, fluency, vocabulary and comprehension in the teaching of reading to students using English as another language or dialect. 	<ul style="list-style-type: none"> • Employ teacher and teacher aides to supplement oracy and reading programs students with English as another language or dialect (EAL/D) 	<p>\$58518 (teacher aide hours)</p>
			<p>\$558 518</p>

Signed

Geoff Mill

Geoff Mill - Principal Sunnybank Hills State School

Signed

Nancy Katakis

22-02-2017

Nancy Katakis - Chairperson Sunnybank Hills State School

Research

DuFour, R. (2007). Professional learning communities: A bandwagon, an idea worth considering, or our best hope for high levels of learning? *Middle School Journal* 39(1), 4-8.

Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2000). *Report of the National Reading Panel: Teaching Children to Read: Reports of the Subgroups* (00-4754). Washington, DC: U.S. Government Printing Office.

Hattie, John A. (2008). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*.

Fleming, John. & Kleinhenz, Elizabeth. (2007) *Towards a Moving School: Developing a Professional Learning and Performance Culture*.