

Investing for Success

**Under this agreement for 2017
Pioneer State High School will receive**

\$244,290*

This funding will be used to

- Increase the percentage of students with attendance at or better than 85% from 72% to 75%.
- Increase average attendance rate from 88% (Sem 1 2016) to 89%.
- Ensure all students reach National Minimum Standard (NMS) across all NAPLAN domains for Year 9 or have individualised action plans and case management to improve their literacy and numeracy.
- Ensure that the average relative gain of students in Reading, comparing MSS for Year 9 NAPLAN to Year 7, is +40.

Our initiatives include

- Maintain individual case management approach whereby Year Level Coordinators support students at risk of attending school less than 85% per semester.
- Continue to develop staff capacity to provide inclusive, safe and supportive classroom environments using the Essential Skills for Classroom Management program.
- Expand ASDAN as an alternative literacy/numeracy engagement program to enhance outcomes for students at risk of not attaining the NMS for NAPLAN in Writing and/or Reading.
- Continue to develop teachers' capabilities to design and deliver reading age-appropriate texts, resources and comprehension questions across all learning areas and subjects.
- Expand staff capacity to use data to inform targeted approaches to the teaching of reading, and the importance of measuring relative gain.

Our school will improve student outcomes by

- Employ additional staff, 1.0 FTE, to release Year Coordinators to individually case manage students whose attendance at school is considered to be 'at risk'. (\$106,582)
- 25% of staff trained as Essential Skills for Classroom Management profilers. (\$6,000)
- Employ additional staff, 1.0 FTE, to expand ASDAN program across Years 8, 9 and 10. (\$106,582)
- Provide professional development for staff in relation to implementation of a whole-school approach to the teaching of reading. (\$25,126)

References

Archer, AL and Hughes, CA (2011) *Explicit instruction: Effective and Efficient Teaching*, Guilford Press, NY
 Hattie, J and Anderman, EM (eds) (2013) *International Guide to Student Achievement*, Routledge, NY
 Fisher, D and Frey, N (2013) *Text Complexity and Close Readings*, International Reading Association Newark, DE
 Fisher, D, Frey, N and Hattie, J (2016) *Visible Learning for Literacy: implementing the practices that work best to accelerate student learning*, Corwin Library, CA



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