

Investing for Success

Snapshot report

Under the Investing for Success Agreement for 2016

Petrie State School received (finalised amount)

\$196,140

Our full 2016 agreement can be found at: www.petriess.eq.edu.au

Our school initiatives are showing substantial progress toward our targets

After reviewing our 2016 *Investing for Success* agreement, it is clear that we have made progress toward our targeted student outcomes. We will continue to focus on maximising the benefits of this funding for our students, and adjust our initiatives as needed to ensure every student succeeds. Initiatives implemented include:

Petrie Prep transition

Our Pre-Prep students were provided with a comprehensive, eight week transition program which focused on school readiness, fine motor, gross motor, literacy and numeracy skills. As a part of the program parents were provided with a series of information sessions which focused on strategies that could be used at home to support the development of oral language, literacy and numeracy in children.

Collaboration with early childhood /kindergarten providers

Engagement with early childhood/kindergarten providers in the local area began in 2014 and has continued throughout 2016. Joint meetings were held with discussions centred around curriculum, routines and transition statements. During term 4 many Early Childhood Centres participated in the 8 week Petrie Prep Transition Program. Visits by one of our Prep teachers to the early childhood classrooms have occurred as well. Collaborative meetings will continue throughout 2017.

Prep-Year 2 Targeted Support

Valuable data has been gained from Early Start Testing and this has been used to target support in year Prep to 2. Strategies used for providing this support have been the employment of a Master teacher, Support Staff and extra Teacher Aides to work within classrooms to support the guided reading and maths programs. Results have been pleasing with Prep Numeracy showing an increase from 47% to 69% of students performing at or above benchmarks in Numeracy 2016, while 74 % of students are working at or above targets in Literacy .

Year 1 Early Start data has shown an increase from 29% in 2015 to 51% in 2016 of students at or above benchmark in Literacy. Numeracy showing a growth from 66% in 2015 to 72% in 2016 at or above benchmarks.

Year 3 and 5 :Our results in NAPLAN indicate a growth in both Reading and Numeracy, with 92% of students reaching National Minimum Standards in Numeracy in 2015 and 94% in 2016. Reading results show an increase from 81% of students achieving National Minimum Benchmarks in 2015 to 93% in 2016.

Resources

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| • Additional intervention/support teachers to focus on Literacy and Numeracy targets for Prep - Year 3. | \$125,000 |
| • Build teacher capability in explicit teaching practices by offering a range of coaching and professional development opportunities - Reading, Comprehension, Numeracy - gradual release - teacher relief (TRS). | \$21,000 |
| • Purchase additional teacher aide to engage in small group or individualized learning focused on Reading, Comprehension and Numeracy. Groups are determined through specific data analysis and collaborative consultation. | \$35,140 |
| • Provide additional resources to support Literacy and Numeracy curriculum development and practice within the classroom. | \$7,500 |
| • Provide additional intervention support teacher to complete early start assessment and data analysis at the beginning and end of prep. | \$7,500 |

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