

Investing for Success

**Under this agreement for 2016
Sunnybank State School will receive**

\$183,872*

Our full 2016 agreement can be found here:

After reviewing our Investing for Success Agreement, it is clear that we have made good progress toward our targeted student outcomes. We will continue to focus on maximising the benefits of this funding for students and adjust our strategies as needed to ensure every student succeeds.

Outcomes for specific strategies implemented include:

Strategy	Outcomes
<i>Use Data to inform the teaching of reading and the targeting of resources using Lyn Sharratt 14 parameters framework</i>	<ul style="list-style-type: none"> All teachers participate in regular data collection and analysis (inclusive of reaching NMS, U2B aligned with performance targets) to inform teaching with emphasis of regular case management meetings (group and individual case management using Lyn Sharratt 14 parameters). Regular use of data walls (Admin & year level) to drive teaching practice and improve student outcomes. Frequent data conversations with all teachers occur through whole staff, year level, case management and individual meetings with teachers. Data walls updated regularly and embedded as an integral part of teacher's practice. The Leadership Team (Admin, Literacy Coach, Master Teacher, SEP Teacher, EALD Teacher and STLAN) mentor all teachers through data conversations weekly/fortnightly in teams using the Lyn Sharratt case management framework. Teachers are released regularly to collect, retrieve and analyse data to inform teaching practice.
<i>Further Develop a Consistent Approach to Reading Instruction across the Whole School</i>	<ul style="list-style-type: none"> Continue to embed school wide initiatives/programs that are developed from whole school data analysis. Particular focus centred around whole school literacy blocks, Reading (Shared, Guided and Independent) Synthetic Phonics, High Yield Strategies, Vocab Strive program and 3a oral language. All teachers have been involved in formal instructional coaching with the Master Teacher and Literacy Coach as well as engaged in Peer Coaching through WOW sessions (Watching Others Work) teachers sharing practice with feedback. Developed teacher pedagogy (explicit teaching model) linking to Pedagogical Framework with emphasis on building teacher capacity to provide quality student feedback. All students have explicit learning goals in Guided, Shared and Independent reading.
<i>Build Capacity of Staff Differentiation Strategies including co-teaching, tiered task model and assistive technology</i>	<ul style="list-style-type: none"> Continuation of Regional Quality Schools Inclusive Leaders Project. All teachers have engaged in a differentiated approach to student learning by using research based differentiation strategies of co-teaching, tiered task model and assistive technology. Continuation of this practice will further embed an inclusive curriculum at Sunnybank State School. Increased use of assistive technology for all students with the creation of additional iPad classes across the school to further embed differentiation to support all learning needs and provide access to the curriculum. Middle management staff have mentored class teachers through a co-teaching model to develop tiered tasked assessment (C2C writing/reading) through the use of assistive technology.