

Investing for Success

Snapshot report

Under the Investing for Success Agreement for 2016

West End State School received

\$353,051

Our full 2016 agreement can be found at:

[https://westendss.eq.edu.au/Supportandresources/Formsanddocuments/Annual%20reports/2016%20Investing%20For%20Success%20\(I4S\).pdf](https://westendss.eq.edu.au/Supportandresources/Formsanddocuments/Annual%20reports/2016%20Investing%20For%20Success%20(I4S).pdf)

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:

Initiative 1: Reading Comprehension: A Whole School Approach

- *Deepening and consolidating pedagogical practice for teachers and teacher aides in the school-wide Guided Reading Program, supported by the School Coaching Team.*
- *Use Quality Assurance processes to ensure consistency in agreed School practices for reading e.g. Coaching Team Audit.*
- *Resourcing acquisition to support the continued whole school approach to the teaching of reading.*
- *Implementation and embedding of the explicit teaching of reading comprehension strategies, specifically identified through cyclic data analysis (PM, IPIs, PAT-R, NAPLAN).*
- *Embedding the culture, processes and protocols of classroom observation and feedback to support development and encourage reflective practice.*
- *Professional Development of all teachers in implementation of tests, reading development, reading comprehension strategies and Guided Reading.*

Initiative 2: Feedback for Differentiated Learning

- *Coaching program and professional development for teachers focusing on planning for effective feedback that closes the gap between where students are now in their learning and where they need to be before the Summative Assessment.*
- *Provide release time for teachers to plan for curriculum intent ahead of time.*
- *Build on teacher capability and capacity of differentiated teaching practices and pedagogy through focused coaching to improve learning.*
- *Use of Early Start materials in Prep to inform teaching and learning and to track and monitor progress.*
- *Utilisation of teacher aides and Prep Teachers to administer Early Start Literacy and Numeracy components.*

Investing for Success

Our school initiatives are showing substantial progress toward our targets

Internal and External school measures indicate that students are showing growth across the curriculum.

Year Level	Measurable Targets Data Source	Baseline Data Beginning of Year Results (2016) *lowest to highest values	Targets – Desired Outcomes Nov 2016 *lowest to highest values	Outcomes Dec 2016 *lowest to highest values
Prep	PM 1 - 30 Reading Comprehension Levels	No Current Data	29% 0-5 5% 16-20 51% 6-10 1% 21-25 14% 11-15	25% 0-5 4% 16-20 48% 6-10 4% 21-25 19% 11-15
Year 1	PM 1- 30 Reading Comprehension Levels	29% 0-5 5% 16-20 51% 6-10 1% 21-25 14% 11-15 0% 26-30	3% 0-5 20% 16-20 5% 6-10 36% 21-25 18% 11-15 18% 26-30	3% 0-5 35% 16-20 3% 6-10 35% 21-25 8% 11-15 16% 26-30
Year 2	PM 1- 30 Reading Comprehension Levels	3% 0-5 20% 16-20 5% 6-10 36% 21-25 18% 11-15 18% 26-30	0% 0-5 6% 16-20 0% 6-10 26% 21-25 5% 11-15 64% 26-30	0% 0-5 5% 16-20 1% 6-10 32% 21-25 0% 11-15 62% 26-30
Year 2	PAT-R Scale Score Reading Comprehension	6% 69 or below 16% 90-99 9% 100-109 15% 110-119 21% 70-79 9% 100-109 24% 120-129 11% 80-89	1% 70-79 16% 100-109 15% 120-129 21% 80-89 24% 140-149 11% 90-99 9% 110-119	1% 70-79 23% 120-129 8% 80-89 6% 140-149 20% 90-99 1% 150+ 24% 110-119 1% 150+
Year 3	PM 1- 30 Reading Comprehension Levels	0% 0-5 6% 16-20 0% 6-10 26% 21-25 5% 11-15 64% 26-30	0% 0-5 0% 16-20 0% 6-10 1% 21-25 1% 11-15 98% 26-30	0% 0-5 2% 16-20 0% 6-10 3% 21-25 1% 11-15 94% 26-30
Year 3	PAT-R Scale Score Reading Comprehension	1% 69 or below 12% 100-109 34% 120-129 6% 80-89 25% 110-119 15% 140-149 7% 90-99 25% 110-119	1% 70-79 12% 110-119 34% 130-139 6% 90-99 15% 140-149 7% 100-109 25% 120-129	2% 80-89 17% 130-139 10% 90-99 2% 140-149 5% 100-109 19% 120-129
Year 3	NAPLAN	Yr 3 NAPLAN Reading Data 2015 U2B 68% NMS 100% SQSS U2B % 68.0 % SQSS Mean Scale Score 481 SQSS Relative Gain 0.1	Yr 3 NAPLAN Reading U2B 70% NMS 100% SQSS U2B % 73% SQSS Mean Scale Score 498 SQSS Relative Gain 0.4	Yr 3 NAPLAN Reading U2B 75.2% NMS 100% SQSS U2B % 75.2% SQSS Mean Scale Score 495 SQSS Relative Gain 0.4
Year 4	PAT-R Scale Score Reading Comprehension	1% 70-79 26% 110-119 34% 130-139 3% 80-89 21% 120-129 6% 140-149 5% 90-99 30% 130-139 5% 100-109	1% 70-79 12% 110-119 34% 130-139 6% 90-99 15% 140-149 7% 100-109 25% 120-129	0% 70-79 18% 110-119 24% 130-139 2% 90-99 12% 140-149 6% 100-109 4% 150+ 34% 120-129
Year 5	PAT-R Scale Score Reading Comprehension	1% 90-99 16% 140-149 6% 100-109 29% 120-129 9% 110-119 30% 130-139 10% 150+	1% 100-109 9% 120-129 32% 140-149 6% 110-119 29% 130-139	1% 109 or below 15% 140-149 16% 110-119 26% 130-139 6% 150+
Year 5	NAPLAN	Yr 5 NAPLAN Reading Data 2015 U2B 57% NMS 98.3% SQSS U2B % 57.8% SQSS Mean Scale Score 541 SQSS Relative Gain 0.1	Yr 5 NAPLAN Reading U2B 60% NMS 99% SQSS U2B % 61% SQSS Mean Scale Score 567 SQSS Relative Gain 0.4	Yr 5 NAPLAN Reading U2B 55.7% NMS 98% SQSS U2B % 55.7% SQSS Mean Scale Score 542 SQSS Relative Gain 0.4
Year 6	PAT-R Scale Score Reading Comprehension	3% 100-109 25% 140-149 9% 110-119 21% 150+ 18% 120-129 25% 130-139	1% 100-109 28% 130-139 2% 110-119 28% 140-149 9% 120-129 31% 150+	1% 100-109 19% 120-129 8% 110-119 25% 140-149 19% 150+

*A Scale score shows students achievement on the same scale of each other – on a continuum of difficulty. Can be used to compare student performance and tracking over time.

*SQSS – Similar Queensland State Schools