

Investing for Success

Snapshot report

Under the Investing for Success Agreement for 2017 MANLY WEST STATE SCHOOL received

\$146,892

Our full 2017 agreement can be found at:

<https://manlywestss.eq.edu.au/Supportandresources/Formsanddocuments/Documents/investing-for-success.pdf>

Our school initiatives (data literacy and reading) are on track to meet or exceed our targets

During 2017, we focused on maximising the benefits of this funding for our students. After reviewing our 2017 *Investing for Success* agreement, it is clear that we are on track to meet targeted student outcomes. We continue to implement our initiatives to ensure that every student succeeds.

Initiatives implemented and outcomes achieved include:

1. Improve student ability to read for meaning in Mathematics by teaching problem-solving strategies and the language of mathematics (Ref: Visible Learning – Numeracy).
Outcome – improved NAPLAN numeracy results in both Year 3 (Upper Two Bands – 2016 19.4%, 2017 31.4%) and Year 5 (Upper Two Bands – 2016 22.1%, 2017 30.1%).
2. Working towards goal of creating digitally savvy learners, we are implementing P-6 Digital Technologies (Australian Curriculum).
Outcome – achievement growth from Semester One – A 2.7%, B 31.5%, C 65.8% to Semester Two – A 11.1%, B 58.3%, C 30.6%.

Our school initiatives show progress toward our targets

After reviewing our 2017 *Investing for Success* agreement, it is clear that we have made progress toward our targeted student outcomes. We will continue to adjust our initiatives to ensure every child succeeds.

Initiatives implemented include:

1. Improve student ability to read for meaning across English and Mathematics by teaching reading comprehension strategies (Ref: Visible Learning – Literacy, Sheena Cameron Reading Comprehension strategies):
Outcome – English achievement growth from Semester One (A 1.4%, B 24.7%, C 56.2%, D 15.1%, E 2.7%) to Semester Two (A 6.9%, B 30.6%, C 50%, D 11.1%, E 1.4%). We are a growing school with many new students arriving in Term One and Two 2017. Most did not achieve NAPLAN targets. Along with other children with similar learning needs, these children have been provided with intensive support programs. Their learning growth has contributed to the improved English results from Semester One to Semester Two.