

Investing for Success

Under this agreement for 2019
Gundiah State School will receive

\$21, 641*

This funding will be used to

Target	Measures
1. Increase the % of students achieving the regional benchmarks or above in Reading.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ Reading PM Benchmark or better Years P-4, 75% Sem 2 (2019) ○ Reading PROBE Benchmark or better Years 5-6, 75% Sem 2 (2019) • Comparison: <ul style="list-style-type: none"> ○ Measure the percentage of students at or above the regions reading benchmarks in Term 4, 2018 and compare it to Term 4, 2019. <p>Regional Term 4 Benchmarks:</p> <p>Prep: PM 7-8</p> <p>Year 1: PM 16-17</p> <p>Year 2: PM 21-22</p> <p>Year 3: PM 24-25</p> <p>Year 4: PM 30+</p> <p>Year 5: PROBE 10-11 years</p> <p>Year 6: PROBE 11-12 years</p> • Monitoring: <ul style="list-style-type: none"> ○ Pedagogical practices ○ Student feedback and work samples – reading for meaning, comprehension ○ Movement on P-10 Literacy continuum, Aspects of Reading and Comprehension
2. Increase the % of students working within the corresponding cluster for their year level, in the aspect of reading, on the Literacy Continuum.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ P – 10 Literacy Continuum, Aspect of Reading and Comprehension: Sem 2 2018 to Sem 2 2019 • Comparison: <ul style="list-style-type: none"> ○ distance travelled compared historically (by student) for same length of teaching time (1 year) ○ distance travelled compared historically (by school) for the percentage of students working at or above their expected year level cluster in Reading and Comprehension • Monitoring: <ul style="list-style-type: none"> ○ Staff feedback on relevance and impact of professional learning ○ Student engagement and feedback monitored with regards to clarity over their learning goals set against the Literacy Continuum ○ P – 10 Literacy Continuum, Aspects of Reading and Comprehension monitoring ○ Case management records

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



Our initiatives include

Initiative	Evidence-base
<p>Establish effective and responsive school management processes to students reading below benchmark achievement by building teacher capability in:</p> <ul style="list-style-type: none"> ○ identifying the reading and writing demands of the Australian Curriculum learning areas and subject in C2C units of work ○ using data to inform differentiated teaching through focused and intensive teaching of reading ○ using data to inform student learning goals and target for reading ○ explicit teaching of Sheena Cameron comprehension strategies ○ multiple opportunities to master skills <p>Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards by delivering intensive targeted reading instruction and focus on specific identified strategies through analysis of the Literacy Continuum</p> <ul style="list-style-type: none"> ○ daily 1:1 reading ○ daily phonological awareness ○ daily phonemic awareness 	<ul style="list-style-type: none"> • Stuart, M and Stainthorp, R 2015, Reading Development and Teaching. Sage, London. • Sharratt, L, & Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, US • Cameron, S, 2009, Teaching Reading Comprehension Strategies: A Practical Classroom Guide. Pearson Education, Australia.
<p>Establish effective school processes, including establishing case management and professional learning teams (PLTs)</p>	<ul style="list-style-type: none"> • Walpole, S & McKenna, M 2017, How to Plan Differentiated Reading Instruction, New York, The Guildford Press. • Sharratt, L, & Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, USA • DuFour, R and DuFour, R 2012 The School Leader's Guide to Professional Learning Communities at Work Hawker Brownlow Education, Victoria.

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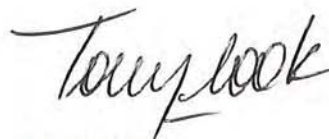


Our school will improve student outcomes by

Actions	Costs
<p>Daily one to one reading for every student focussing on learning goals against the Literacy Continuum.</p> <p>Daily one to one sight word exposure through games and reading.</p> <p>Phonological and phonemic awareness daily.</p> <p>Whole school streamed explicitly modelled Sheena Cameron reading and comprehension strategies.</p> <p>Develop case management approach, led by Principal in consultation/engagement with parents, guidance officer and learning support.</p> <p>Use Comprehension Strategies by Sheena Cameron as a guide to comprehension improvement for all students.</p> <p>Record ICP's and differentiation plans, supports and intervention focus on One School</p> <p>Utilise a proficient Teacher Aide to explicitly focus on intervention reading strategies daily for identified students.</p> <p>Delivering targeted professional learning (including The Reading Centre, Research Hub and Learning Place) supported by planning, modelling, observation and feedback processes.</p>	<p>Teacher Aide \$17141</p> <p>Resources: SWIVL \$1000 Books \$1500</p> <p>Professional Development on the Literacy Continuum \$2000</p>



Darren Hooklyn
Principal
Gundiah State School



Tony Cook
Director-General
Department of Education

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