

Investing for Success

**Under this agreement for 2018
Theebine State School will receive**

\$5,178*

This funding will be used to

Target	Measures
<p>1. Increase the percentage of students achieving Regional Benchmarks or above in Reading</p>	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ Reading Benchmark or better Prep, 100% Semester 2 (2018) ○ Reading Benchmark or better Year 1, 100% Semester 2 (2018) ○ Reading Benchmark or better Year 3, 100% Semester 2 (2019) ○ Reading Benchmark Year 6, 100% Semester 2 (2018) ○ Year 3 NAPLAN Reading NMS data (2020) • Comparison: <ul style="list-style-type: none"> ○ English A-E, NAPLAN and Regional Benchmark Reading data from Similar Queensland State Schools (SQSS) ○ Moderation with WTGG cluster • Monitoring: <ul style="list-style-type: none"> ○ Teacher planning documents and lesson observations ○ Student feedback and work samples ○ Movement on P-10 Literacy continuum ○ English A – E data
<p>2. Improved outcomes for the percentage of students working from Individual Curriculum Plans (ICPs) who achieve their reading goals by end of year 2018</p>	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ P – 10 Literacy continuum: Semester 2 (2018) to Semester 2 (2019) ○ English A – E, Semester 1 (2018) to Semester 2 (2018) as per ICP ○ Norm-referenced diagnostic assessments Semester 2 (2018) to Semester 2 (2019) • Comparison: <ul style="list-style-type: none"> ○ distance travelled compared historically (by student) for same length of teaching time (1 year) ○ reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain ○ Moderation with Woolooga, Theebine, Gunalda and Goodwood cluster • Monitoring: <ul style="list-style-type: none"> ○ Staff feedback on relevance and impact of professional learning ○ Student engagement and behaviour monitored as new teaching strategies applied ○ P – 10 Literacy continuum monitoring ○ Case management records ○ Student work samples



Our initiatives include

<p>1. 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 of reading 	<ul style="list-style-type: none"> Stuart, M and Stainthorp, R 2015 <i>Reading Development and Teaching</i> Sage, London Sharratt, L, & Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i> Corwin, California, US Walpole, S & McKenna, M 2017 <i>How to Plan Differentiated Reading Instruction</i> New York, The Guildford Press Sharratt, L, & Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i> Corwin, California, USA
<p>2. Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards by:</p> <ul style="list-style-type: none"> delivering targeted reading instruction using data to inform differentiated teaching of reading 	<ul style="list-style-type: none"> DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i> Hawker Brownlow Education, Victoria

Our school will improve student outcomes by

Actions	Costs
Provide targeted professional learning (including The Reading Centre courses) supported by planning, modelling, observation and feedback processes	\$ 500
Develop case management approach, led by Principal in consultation/engagement with parents, guidance officer and learning support	
Engage the services of an experienced teacher to deliver programs with specific students to explicitly instruct on reading strategies and comprehension	\$4 500

*Costs provided are approximate.




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