

Investing for Success

Under this agreement for 2019
Theebine State School will receive

\$5,362*

This funding will be used to

<p>1. Increase the % 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 Y1, 75% Sem 2 (2019) ○ Reading Benchmark or better Y2, 75% Sem 2 (2019) ○ Reading Benchmark or better Y4, 50% Sem 2 (2019) ○ Year 3 NAPLAN Reading 100% NMS data (2019). ○ Year 5 NAPLAN Reading 100% NMS data (2019) • Comparison: <ul style="list-style-type: none"> ○ Measure the distance gained from start of Term 1 to end of Term 4 ○ English A-E, NAPLAN and Regional Benchmark Reading data from Similar Queensland State Schools (SQSS). • Monitoring: <ul style="list-style-type: none"> ○ Pedagogical practices ○ Student feedback and work samples – reading for meaning, comprehension ○ Movement on P-10 Literacy continuum ○ Annual Performance Reviews (APR) <p>English A – E data</p>
	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> ○ P – 10 Literacy continuum: Semester 2 (2018) to Semester 2 (2019) ○ English A – E, Semester 1 (2019) to Semester 2 (2019) as per ICP ○ Norm-referenced diagnostic assessments Semester 1 (2019) to Semester 2 (2019) <p>• Comparison:</p> <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 Gundiah (WTGG) cluster and Gympie Small Schools pre/post moderation and planning <p>• Monitoring:</p> <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

* 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.



**Queensland
Government**

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 through focused and intensive teaching of reading ○ using data to inform student learning goals and target for reading ○ explicit teaching of comprehension strategies ○ multiple opportunities to master skills <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 intensive targeted reading instruction and focus on specific identified strategies through analysis of the Literacy Continuum <ul style="list-style-type: none"> • daily oracy • daily phonological awareness • daily phonemic awareness • using the Inquiry Cycle to inform and review our practices and data to inform collegial staff conversations 	<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 • DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i> Hawker Brownlow Education, Victoria
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Our school will improve student outcomes by

<p>Daily one to one rapid reading for every student.</p> <p>Daily one to one sight word exposure through games and reading.</p> <p>Oracy program delivered daily Early Years Oral Language (OLEY).</p> <p>Phonological and phonemic awareness daily.</p> <p>Specific Learning Difficulties (SPELD) program delivered 3 times per week for identified students.</p> <p>Explicit modelled reading and comprehension strategies using big books.</p> <p>Develop case management approach, led by Principal in consultation/engagement with parents, guidance officer and learning support.</p> <p>Purchase and use Comprehension Strategies by Sheena Cameron as a guide to comprehension improvement for all students.</p> <p>Record Individual Curriculum Plans (ICP's) and differentiation plans, supports and intervention focus on OneSchool.</p> <p>Engage an experienced Teacher Aide to explicitly focus on intervention reading strategies for identified students twice a week.</p> <p>Delivering targeted professional learning (incl. The Reading Centre, Research Hub, First Steps and Learning Place) supported by planning, modelling, observation and feedback processes.</p>	
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Tracey Tait
Principal
Theebine State School



Tony Cook
Director-General
Department of Education

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