

# Investing for Success

Under this agreement for 2018

Kingaroy State School will receive

**\$288,544\***

## This funding will be used to

- Embed an early years approach (P-2) to reading with a focus of the big six (Oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension);
- Increase the percentage of students from P-6 meeting regional benchmarks in reading from 71% to 75%, increase the percentage of students meeting regional benchmarks in spelling from 66% to 75%;
- Increase the percentage of students from P-6 achieving an 'A' standard in reading from 20% to 30%, Increase the percentage of students from P-6 achieving an 'A' standard in spelling from 21% to 26%;
- Increase the % of Year 3 students meeting the National Minimum Standard (NMS) in Reading from 84.3% to 93%, increase the percentage of Year 5 students meeting the NMS in reading from 87.3% to 93%;
- Improve teacher capability through focused professional development to improve student performance through pedagogical practices (reading and spelling) and data analysis.

## Our initiatives include

- Use school internal monitoring to collect student performance data on spelling, reading, punctuation, grammar and numeracy to inform classroom planning, teaching and support plans;
- *(Every Student Succeeding, State School Strategy 2016-2020, Analyse student data regularly to monitor progress, guide teaching practices, and prompt early intervention)*
- Embed the whole school approach to the teaching of reading and spelling – direct targeted oral language programs to be delivered in small groups and whole group targeting oral language and phonemic awareness in the early years. Spelling mastery to be used across the school in differentiated groups;
- *(Anita Archer & Charles Hughes Explicit Instruction: To close the vocabulary gap, vocabulary acquisition must be accelerated through intentional instruction)*
- Embed across whole school a consistent four day a week reading block in each classroom – guided reading instruction to be delivered in small groups by teachers and teacher aides four times a week (oral language in prep and year one);
- *(Anita Archer & Charles Hughes Explicit Instruction: **Teach in groups as much as possible.** Teaching students in large and small groups increases both ALT and the amount of instruction for each student, as compared to other instructional arrangements such as one-to-one instruction or seatwork)*
- Ensure the implementation of whole school approaches in the explicit teaching of literacy and numeracy through classroom observations, coaching and feedback and targeted professional development.
- *(Building the capacity of teachers is an investment in the 'professional capital' of staff (Fullan & Hargreaves, 2012) and one that revives teachers and the quality of teaching in a school)*

## Our school will improve student outcomes by

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|---|------------------|
| • Engaging teacher aides to target explicit teaching of students in reading and oral language to increase the number of students meeting regional/national benchmarks   | <b>\$70,000</b>  |
| • Employing a skilled Speech Therapist to coordinate and upskill teachers and teacher aides on the delivery of oral language and phonemic awareness in the early years (P-2) – both in whole class and small group settings | <b>\$17,000</b>  |
| • Employing a HOC/Master teacher to work with teachers on their pedagogy and release teachers to coach and observe practices to enhance their capacity and ensure a consistent approach to explicit instruction             | <b>\$92,627</b>  |
| • Employing a wellbeing teacher to instruct and deliver a differentiated curriculum for students at risk of disengaging in the upper years  | <b>\$108,917</b> |
| <b>TOTAL</b>  | <b>\$288,544</b> |

\* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



**Queensland  
Government**



**Russell Thompson**  
Principal  
Kingaroy State School



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Department of Education

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