

Investing for Success

Under this agreement for 2017
Kingaroy State School will receive

\$270,960*

This funding will be used to

- ✓ Implement a whole school approach to reading and spelling with a focus of oral language and phonemic awareness in the early years.
- ✓ Increase the percentage of students from P-6 meeting regional benchmarks in reading from 72% to 75%, increase the percentage of students meeting regional benchmarks in spelling from 72% to 75%.
- ✓ Increase the percentage of students from P-6 achieving an 'A' standard in reading from 25% to 30%, Increase the percentage of students from P-6 achieving an 'A' standard in spelling from 23% to 30%.
- ✓ Increase the % of year 3 students meeting NMS in reading from 83.3% to 90%, increase the percentage of year 5 students meeting the NMS in reading from 80% to 90%.
- ✓ Increase the % of students receiving an A-C for English/Math/Science from 69.9% to 76%.
- ✓ Improve teacher capability through focused professional development to improve student performance through pedagogical practices (reading and spelling) and data analysis.

Our initiatives include

- ✓ Using 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)
- ✓ Implementing of 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)
- ✓ Implementing of 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.
*(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)*
- ✓ Ensuring 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)

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Our school will improve student outcomes by

- ✓ Providing targeted reading and spelling resources to engage teachers in the explicit teaching of reading and spelling skills leading to improved student outcomes - **\$25,000.**
- ✓ Engaging teacher aides to target explicit teaching of students in reading to increase the number of students meeting regional/national benchmarks - **\$111,600.**
- ✓ Employing a skilled Speech Therapist to coordinate the whole school phonemic awareness program and build capacity of P-1 teachers in delivering targeted oral language programs in the early years - **\$33,000.**
- ✓ Releasing teachers to coach and observe practices to enhance their capacity and ensure a consistent approach to explicit instruction - **\$20,000.**
- ✓ Employing a skilled teacher to implement a whole school ICT program and purchase ICT equipment to insure ICTs are embedded into literacy and numeracy activities - **\$81,360.**



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