

# Investing for Success

Under this agreement for 2022  
Kingaroy State School will receive

**\$308,815\***

## This funding will be used to

- ✓ Deliver the whole-school approach to teaching reading with a focus on high yield strategies.
- ✓ Increase the percentage of students from P-6 meeting regional benchmarks in Reading from 81% to 85%.
- ✓ Build the capacity of teachers to teach writing through the effective use of coaching and mentoring and by enhancing curriculum clarity and assessment literacy.
- ✓ Increase the percentage of students from P-6 achieving a 'C' or above in English to 85%.
- ✓ Improve the percentage of students from P-6 behaving in the Positive Behaviour for Learning (PBL) 'Green Zone' to 90% every term.
- ✓ Refine and improve transition processes from pre-school to Prep and Year 6 to High School.

## Our initiatives include

- ✓ Embedding the school-wide reading framework and up-skilling staff to deliver this framework. The framework involves the explicit teaching of reading in small groups, focusing on a range of high yield, evidence based strategies as well as intensive oral language support.  
Evidence base:  
*Archer, A., & Hughes, C.(2010). Explicit Instruction: Effective and Efficient Teaching. Guildford Press.*  
Data: School PM & PROBE data. Classroom observation feedback.
- ✓ Embedding a coaching & mentoring framework that includes Instructional Coaching, mentoring of beginning teachers and building the capacity of the school's leadership team.  
Evidence base:  
*Sharratt, L. & Planche, B. (2016). Leading Collaborative Learning; Empowering Excellence . Corwin*  
Data: English A-E Summative data.Staff Opinion Survey. Professional Development Plan 2021.
- ✓ Embedding the effective use of Learning Walls, goal setting and feedback to improve student achievement by enhancing curriculum clarity and the assessment literacy of teachers and students.  
Evidence base:  
*Hattie, J.(2012). Visible Learning for Teachers: Maximising impact on Learning. Corwin.*  
*Sharrat, L.(2018).Clarity:What Matters Most in Learning, Teaching and Leading. Corwin.*  
Data: English Level of Achievement (A-E). Classroom observation feedback.
- ✓ Embedding consistent behaviour management strategies and practises, based on PBL and 'Teach like a Champion', to support behaviour, engagement and a culture that promotes learning.  
Evidence base:  
*Lemov, D.(2015). Teach Like A Champion 2.0. Jossey-Bass.*  
Data: School behaviour data (OneSchool), School Disciplinary Absences data, Attendance and School Opinion Survey data. Classroom profiling data.



- ✓ Strengthening transition process, from pre-school to Prep and Year 6 to High School, to maximise the success of students using an evidence based approach to transitions.

Evidence base:

*Dockett, S & Perry, B.(2020). Strong Foundations; Early Years Transitions. ACER Press*  
Data: AEDC data, School behaviour data (OneSchool), School Disciplinary Absences data, Attendance and School Opinion Survey data, Parent Transition Survey data

### Our school will improve student outcomes by

- ✓ Employing teacher aides to support the explicit teaching of reading, oral language support, targeted wellbeing programs, PBL and Learn to Swim programs  
 - **\$137 404.**
- ✓ Employing a Speech Therapist to coordinate and upskill teachers and teacher aides in the delivery of oral language and phonemic awareness in the early years (P-2) – both in whole class and small group settings  
 - **\$19 311.**
- ✓ Employing a Head of Department and a classroom teacher to help develop, support and deliver our coaching and mentoring framework and co-ordinate support for beginning teachers  
 - **\$131 222.**
- ✓ Employing a teacher one day per week to support the pre-school to Prep transition  
 - **\$20, 878.**



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 Kingaroy State School



**Michael De'Ath**  
 Director-General  
 Department of Education



**Queensland  
 Government**