

Investing for Success

Under this agreement for 2020
Kingaroy State School will receive

\$317,138*

This funding will be used to

- ✓ Embed a whole school approach 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 78% to 85%, increase the percentage of students meeting regional benchmarks in spelling from 79% to 85%.
- ✓ Increase the percentage of students from P-6 achieving a 'C' or above in English to 85%, increase the students in P-6 achieving an 'A' or 'B' in English to 45%.
- ✓ Increase the % of Year 3 students in the Upper 2 Bands in NAPLAN reading from 27.1% to 30%, increase the percentage of Year 5 students in the Upper 2 Bands in NAPLAN reading from 25.5% to 30%.
- ✓ Improve teacher capability through focused coaching and feedback to improve student performance through data analysis and pedagogical practices.
- ✓ Develop teacher's capability and student awareness of the 21st century learner skills (critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, ICT skills).

Our initiatives include

- ✓ Building a collaborative approach to collecting and discussing student data with a focus on individual student needs with teachers (data conversations with admin) and students (teachers with students).
(Lyn Sharatt, Putting Faces on the Data: has a focused approach on human – emotional connection. What excites and motivates humans and teachers more so is emotional connections too other humans with respect to current life situations. Data Walls ensure that every student within the school is tracked – this shifts the conversation of teachers from 'my students in 'my' classroom to 'our' students' in 'our' school – which shifts the motivation of improving 'my' practice to improving 'our' practice Effect size: Self-reported grades/student expectations 1.44, response to intervention 1.07, Teacher clarity 0.75).
- ✓ Continuing to build the teachers' knowledge of the Australian Curriculum through pedagogical practices (explicit teaching and Age Appropriate pedagogies) and identifying the needs of their learners.
(Anita Archer & Charles Hughes Explicit Instruction: Structure has proven to clearly show students what to do and how to do it. The teacher decides on learning intentions and success criteria, makes them transparent to students, and demonstrates them by modelling. In addition, the teacher checks for understanding, and at the end of each lesson revisits what the lesson has covered and ties it all together effect size: Piagetian programs 1.28, Teacher clarity – 0.75).
- ✓ Embedding, across the whole school, a consistent four day a week reading block in each classroom – explicit teaching of reading to be delivered in small groups by teachers and teacher aides four times a week (oral language in prep and year one).



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*(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, Effect Size, Practice 0.71, repeated reading programs 0.67, direct instruction – 0.59, Worked examples – 0.57).*

- ✓ Embedding physical activities and the 21st century learner skills in the curriculum to enhance mental health, social skills and prepare students for lifelong learning.
([essay by Charles Basch of Columbia University](#) summarised how physical activity can improve brain function: The flow of oxygen to the brain is increased, The number of brain neurotransmitters is increased, which assists your ability to focus, concentrate, learn, remember and handle stress, The number of brain-derived neurotrophins is increased, which assures the survival of neurons in areas of the brain that are responsible for learning, memory and higher thinking.)

Our school will improve student outcomes by

- ✓ Engaging teacher aides to target explicit teaching of students in reading and oral language to increase the number of students meeting regional/national benchmarks - **\$135,000.**
- ✓ 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 - **\$20,000.**
- ✓ Employing a Head of Curriculum to work with teachers on their pedagogy and release teachers to coach and observe practices to enhance their capability and ensure a consistent approach to explicit instruction and the 21st century skills - **\$126,300.**
- ✓ Providing targeted resources to assist teachers in engaging students in physical activities and preparing them for the 21st century - **\$35,838.**



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