

Investing for Success

Under this agreement for 2019
Tingoora State School will receive

\$18,316*

This funding will be used to

- Ensure 100% of students in year 3 and 5 reach National Minimum Standards (NMS) in NAPLAN reading.
- Ensure 66% of students in years 3 and 5 reach upper two bands in NAPLAN reading.
- Build teacher capacity through focused and targeted use of data.
- Build teacher capacity to develop a culture of coaching and feedback.
- Reinvigorate the Positive Behaviour for Learning program.
- Reinvigorate Anita Archer's explicit teaching and John Flemmings gradual release of responsibility.

Target	Measures
1. Improve students NAPLAN reading results in grades 3 and 5.	<ul style="list-style-type: none"> • <u>Baseline/endpoint:</u> <ul style="list-style-type: none"> ○ 100% of students in year 3 and 5 reach minimum standards in NAPLAN reading. • <u>Comparison:</u> <ul style="list-style-type: none"> ○ English A–E and NAPLAN Reading NMS data from Similar Queensland State Schools (SQSS). • <u>Monitoring:</u> <ul style="list-style-type: none"> ○ Whole school reading program – effectiveness and student improvement. ○ Teacher planning documents and lesson observations, across other Key Learning Areas (KLA's). ○ Staff observations of individual reading and spelling results. ○ School Data Wall. ○ English A–E data. ○ Annual Performance Review (APR) process data. ○ Diagnostic PM and Probe reading results. ○ Case management records. ○ Reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain.
2. Increase the percentage of students who reach the upper two bands in reading in grades 3 and 5.	<ul style="list-style-type: none"> • <u>Baseline/endpoint:</u> <ul style="list-style-type: none"> ○ 66% of students in years 3 and 5 reach upper two bands in NAPLAN reading. • <u>Comparison:</u> <ul style="list-style-type: none"> ○ English A–E and NAPLAN Reading NMS data from Similar Queensland State Schools (SQSS). ○ Distance travelled since same students participated in NAPLAN in 2017. • <u>Monitoring:</u> <ul style="list-style-type: none"> ○ Whole school reading program – effectiveness and student improvement; ○ Teacher planning documents and lesson observations, across other KLA's; ○ Staff observations of individual reading and spelling results; ○ School Data Wall; ○ English A–E data; ○ Diagnostic PM and Probe reading results; ○ Reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain; ○ Literacy continuum monitoring; ○ Case management records;

* 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.



Our initiatives include

- Purchase additional TRS (Teacher Relief Scheme) to enhance Early Start data entry and exits, and collection of reading data. Collectively analyse findings with whole staff.
- Purchase additional TRS and Postive Behaviour for Learning (PBL) support to enhance teacher capacity in coaching and feedback, and deliver profiling for staff.
- Purchase additional TRS to enhance teacher capacity in the teaching of reading.

Evidenced by:-

Initiative	Evidence-base
1. Developing teacher capabilities through coaching and feedback and targeted professional development.	<ul style="list-style-type: none"> ○ <i>Visible Learning for Literacy - Impact,' – Douglas Fisher, Nancy Frey and John Hattie</i> ○ <i>'Putting Faces on the Data, what great leaders do' – Lyn Sharratt and Michael Fullan</i>
2. Developing teacher capabilities in collecting, collating and analysing data.	<ul style="list-style-type: none"> ○ <i>'Visible Learning for Literacy - Impact,' – Douglas Fisher, Nancy Frey and John Hattie</i> ○ <i>'Putting Faces on the Data, what great leaders do' – Lyn Sharratt and Michael Fullan</i> ○ <i>"Towards a Moving School" – John Fleming and Elizabeth Klienhenz</i>
3. Developing teacher capabilities, through the employment of PBL coach and external support.	<ul style="list-style-type: none"> ○ <i>Explicit Instruction: Effective and Efficient Teaching" - Anita L. Archer and Charles A. Hughes</i> ○ <i>"Towards a Moving School" – John Fleming and Elizabeth Klienhenz</i>
4. Developing teacher capabilities to better manage and support students emotional and social wellbeing.	<ul style="list-style-type: none"> ○ <i>'Developing the Emotionally Literate School,' – Katherine Weare</i>

Our school will improve student outcomes by

Purchasing TRS to enhance Early Start data entry and exits, and collection of reading data. Collectively analyse findings with whole staff.	• \$8,000
Purchasing additional TRS to enhance teacher capacity in coaching and feedback, and PBL procedures.	• \$5,316
Purchasing additional TRS to enhance teacher capacity in the teaching of reading.	• \$5,000
TOTAL	\$18,316



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