

Investing for Success

**Under this agreement for 2020
Benaraby State School will receive**

\$32 846*

This funding will be used to

Target	Measures
Increase the percentage of academic achievement of the English Australian Curriculum for all students including students with Individual Curriculum Plans (ICPs) by end of year.	<ul style="list-style-type: none"> Baseline: <ul style="list-style-type: none"> Semester 2, 2019 Whole School % English achievement C or better: 76.2% 2019 Year 3 Naplan Reading: 100% at NMS 2019 Year 5 Naplan Reading: 94.7% Endpoint: <ul style="list-style-type: none"> Semester 2, 2020 Whole School English achievement C or better: 80% Year 3 NAPLAN Reading NMS data (2020). Year 5 Naplan Reading NMS data (2020) Comparison: <ul style="list-style-type: none"> English A–E and Naplan Reading NMS data from Similar Queensland State Schools (SQSS). Monitoring: <ul style="list-style-type: none"> Number of Indigenous students identified as IEAL/D and bandscaled in OneSchool Teacher planning documents and lesson observations Student feedback and work samples Movement on P-10 Literacy continuum English A–E data Annual Performance Review (APR) process data.
Increase the percentage of reading achievement for all students Prep to Year 2	<ul style="list-style-type: none"> Baseline/endpoint: <ul style="list-style-type: none"> P–10 Literacy continuum: Semester 2, 2019 to Semester 2, 2020 English A–E, Semester 2, 2019 to Semester 2, 2020 as per Individual Curriculum Plan Norm-referenced diagnostic assessments Semester 2, 2019 to Semester 2, 2020. Comparison: <ul style="list-style-type: none"> Distance travelled compared historically (by student) for same length of teaching time (1 year) Reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain. Monitoring: <ul style="list-style-type: none"> Staff feedback on relevance and impact of professional learning Student engagement and behaviour monitored as new teaching strategies applied P – 10 Literacy continuum monitoring Case management records Student work samples.



Our initiatives include

Initiative	Evidence-base
<p>Establish a whole school approach to reading achievement by building teacher capability in:</p> <ul style="list-style-type: none"> identifying the reading and writing demands of the Australian Curriculum learning areas and subject in C2C units of work using bandscale data to inform differentiated teaching and learning of language and reading 	<ul style="list-style-type: none"> Angelo, D 2013 'Identification and assessment contexts of Aboriginal and Torres Strait Islander learners of SAE'. Language Testing and Assessment, Vol. 2, pp. 67-102. Stuart, M and Stainthorp, R 2015, <i>Reading Development and Teaching</i>. Sage, London. Sharratt, L, & Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, US
<p>Develop a School P to 6 Reading Framework based on the explicit teaching of Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension.</p> <ul style="list-style-type: none"> Focussing on the explicit teaching of decoding strategies in the early years. Focussing on the explicit teaching of comprehension strategies for fiction and in particular non-fiction/informative texts. Reviewing and refining the Whole School Approach to the Teaching of Reading with a focus on enhancing the explicit teaching and identifying the reading demands in the whole school curriculum plan 	<p>Walpole, S & McKenna, M 2017 <i>How to Plan Differentiated Reading Instruction</i>, New York, The Guildford Press.</p> <p>Sharratt, L, & Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, USA</p> <p>DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria.</p>



Our school will improve student outcomes by

Actions	Costs
<ul style="list-style-type: none"> • Providing the delivery of reading intervention programs for students at risk of not meeting year level benchmarks. • Engaging staff to refine and develop whole school Reading Framework and to develop, deliver and monitor reading intervention programs for identified students but also seeking out relevant and useable resources • Providing release time for staff to attend PD and plan explicit teaching of reading demands opportunities with in the Australian Curriculum. Plus allow release time for staff to regularly conduct in-depth analysis of student reading progress using benchmarking and diagnostic resources to tailor interventions to specific needs. 	<p>\$19 846- Support staff</p> <p>\$4000- resources and PD</p> <p>\$9000- TRS & PD</p>



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**Queensland
Government**