

# Investing for Success

## Under this agreement for 2022 Benaraby State School will receive

**\$34 843\***

### This funding will be used to

- To ensure all students are engaged, challenged and extended to meet their full years learning growth in English and cross curricula literacy components in other key learning areas.
- Embed data collection and analysis across the school for literacy to ensure the improvement trend continues as teachers use the data to respond to student needs.
- The school promotes and maintains an environment reflective of its expectations- “all students will learn” with a focus on literacy and intervention.

### Our initiatives include

Initiatives:

- School based literacy intervention teacher- develop and implement literacy interventions across lower years.
- Differentiation and literacy development Professional Development & Resources – move to decodable texts and testing
- Work on aligning reporting and assessment data capture to inform planning- focus on literacy data types and effectiveness in planning and outcomes.
- Work with staff on a whole approach to differentiation, data and culture embedded into Curriculum and Reporting Framework and planning documents.
- Attend Before & After Moderation- Moderation focus- How do we get next lift from C to B and A? What are our strategies?

*Wiley Blevins conducted a research study during the school year 1999-2000 to examine the effectiveness of decodable text in promoting word identification skills, phonics, and spelling abilities, as well as positive reading attitudes in early readers. Previous research on the influence of basal readers had indicated that the types of words that appear in beginning reading texts exert a powerful influence in shaping children’s word identification strategies (Juel and RoperSchneider, 1985). - Results of this study reveal that using decodable text does make a significant difference in beginning reading skills. The positive impact of this teaching method is measurable through standardized assessments, such as the Woodcock Reading Mastery Test, as well as more informal phonics, spelling, and reading attitude instruments. Phonics instruction in addition to reading practice with decodable text also made a positive impact on spelling ability, which was demonstrated in students’ independent writing. It is evident that using controlled text as an alternative to traditional trade literature for phonics lesson follow-up is preferable for getting young children off to the best start in learning to read. Furthermore, the results indicate that children gain reading self-confidence, which then leads to reading enjoyment. Thus, decodable texts can be engaging and motivating to students. Most importantly, the evidence is that they make a significant difference in teaching young children to read. ([https://s18670.pcdn.co/wp-content/uploads/Using-Decodable-Texts\\_eBook.pdf](https://s18670.pcdn.co/wp-content/uploads/Using-Decodable-Texts_eBook.pdf))*

*Alignment with Australian Curriculum Each reader has been designed to align with the requirements of the Australian Curriculum. According to the Australian Curriculum the term ‘decodable texts’ refers to texts that can be read using decoding skills a student has acquired. Decodable text is usually associated with beginning readers or phonic books. (<https://s3-ap-southeast-2.amazonaws.com/>)*

Attending to the educational needs of students with a broad range of ability and achievement levels is a challenge for teachers. Successful differentiation requires advanced subject matter knowledge, pedagogical skills and classroom management skills (VanTassel-Baska & Stambaugh, 2005). Consequently, a need for professional development in the area of differentiation has been identified repeatedly (Johnsen, Haensly, Ryser, & Ford, 2002; Van den Broek-d’Obrenan et al., 2012; VanTassel-Baska et al., 2008). (<https://files.eric.ed.gov/fulltext/EJ1091081.pdf>)



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## Our school will improve student outcomes by

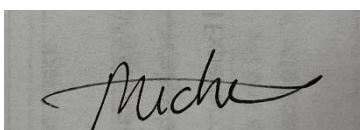
- Whole school data wall and data discussion.
- Planning shows next steps for at risk, targeted, at level and extension.
- Teachers can articulate and demonstrate how they can differentiate for students.
- Principal and teachers work on identifying the reading and literacy demands across the curriculum.
- Use of data and student literacy needs, are reflected in teacher planning and group structures.
- All staff can articulate the cross curricula literacy demands in other learning areas.
- Teachers can moderate assessment data to develop consistent teacher judgements.
- Teachers conduct conferences to support students to discuss their progress and identify their next steps in learning.
- All staff have demonstrated a strong knowledge of differentiation and intervention practice to improve every student's academic growth.
- Principal can articulate how teachers are facilitated and supported, to use collaborative practices, to develop a culture that promotes learning.

### AIP Targets:

- ✓ Maintain the percentage of students from Prep to Year 6 achieving a C or above in English: from 96% to **99%**
- ✓ Improve the percentage of students from Prep to Year 6 achieving an A or B in English from 45% to **55%**
- ✓ Improve the percentage of students in Year 3 achieving Upper Two Bands in Reading from 10% to **15%**
- ✓ Improve the percentage of students in Year 5 achieving Upper Two Bands in Reading from 31% to **36%**
- ✓ Maintain **95 %** of students in Year 3 achieving at or above National Minimum Standard in Reading in 2022
- ✓ Maintain **82 %** of students in Year 5 achieving at or above National Minimum Standard in Reading in 2022.

### Costings

- Literacy intervention teacher- \$5000 per term = \$20 000 a year
- TRS- \$ 2100 per term = \$8400 a year
- Resources- \$6443 set up costs of literacy resources.



**Michele Krause**  
Principal  
Benaraby State School



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



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