

# Investing for Success

## Under this agreement for 2020 Moorooka State School will receive

**\$221,974\***

### This funding will be used to

Maximise overall literacy outcomes for all students by:

- increasing the percentage of students in Year 3 NAPLAN Reading reaching the National Minimum Standard to 95% and Upper Two Bands to 55%
- increasing the percentage of students in Year 5 NAPLAN Reading reaching the National Minimum Standard to 95% and Upper Two Bands to 60%
- increasing the percentage of students in Year 3 NAPLAN Writing reaching the National Minimum Standard to 95% and Upper Two Bands to 40%
- increasing the percentage of students in Year 5 NAPLAN Writing reaching the National Minimum Standard to 95% and Upper Two Bands to 20%

Students in Prep to Year 3:

- 90% will achieve a 'C' or higher in English by the end of the school year.
- 20% will achieve an 'A' in English by the end of the school year.

Students in Year 4 to 6:

- 95% will achieve a 'C' or higher in English by the end of the school year.
- 35% will achieve an 'A' in English by the end of the school year.

### Our initiatives include

Providing specific, intensive, research-based reading intervention for students below NMS and/or English grade C and extension for students at or above U2B and/or English grade B through employment of additional **literacy teacher aides** and buying **TRS for planning and PD** for all staff.

*Evidence:* Carol Ann Tomlinson. 2004. "How to Differentiate Instruction"  
Fountas & Pinnell Leveled Literacy Intervention (LLI) System Case Study  
Text Dependent Questioning (TDQ)  
Speech Sound Pics (SSP).

Continued employment of a full time **Head of Department (Curriculum)** and part time **Literacy Coach** to provide staff with literacy professional development and coaching:

- assisting staff with explicit literacy teaching strategies and intervention skills;
- strengthening reading and literacy intervention from P-6;
- monitoring student reading and writing growth;
- supporting teacher capability in interrogating literacy data to improve student outcomes;
- supporting students with individualised and differentiated learning opportunities in literacy.

*Evidence:* Fleming, J & Kleinhenz, E. 2007. "Towards a Moving School"  
Archer, Anita. 2011. "Explicit Instruction: Effective and Efficient Teaching"  
Sharratt, Lyn. 2012. "Putting faces on the data" (and workshops).

Continued employment of a **Speech Pathologist** to assist staff with the development of school-specific speech programs. Students in younger Year levels benefit from access to speech pathology on a regular basis to increase skills to be able to communicate more effectively and improve literacy development.


*Evidence:* Jacklyn Schneider. 2015. Benefits of In-Clinic and In-School Therapy  
Cobb Services. The advantages of serving therapy in school-based services.



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## Our school will improve student outcomes by

<ul style="list-style-type: none"> <li>Targeted literacy intervention programs               <ul style="list-style-type: none"> <li>- includes LLI supplementary resourcing</li> <li>- T/A to specifically support implementation:                   <ul style="list-style-type: none"> <li>.. literacy/reading strategies</li> <li>.. closing the Gap support for indigenous students in reading</li> </ul> </li> </ul> </li> </ul>	\$46,974
<ul style="list-style-type: none"> <li>Early Years Intervention               <ul style="list-style-type: none"> <li>- 0.4 FTE speech pathologist</li> </ul> </li> </ul>	\$35,000
<ul style="list-style-type: none"> <li>ACARA curriculum development and literacy coaching               <ul style="list-style-type: none"> <li>- 1.0 FTE Literacy Coach TDQ</li> <li>- 0.4 FTE Literacy coach SSP</li> </ul> </li> </ul>	\$140,000
<b>TOTAL</b>	<b>\$221,974</b>



**Vicki Hyne**  
Principal  
Moorooka State School



**Tony Cook**  
Director-General  
Department of Education



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