

Investing for Success

Under this agreement for 2017 Moorooka State School will receive

\$221,974*

This funding will be used to

- Maximise overall literacy outcomes for all students, including the percentage of students achieving at or above NMS for literacy/numeracy in 2017 – cohort based:

NAPLAN Intervention

Year 3: Reading

Year 5: Reading

Aiming for: NMS - 90.0%* U2B - 52.0%

NMS from 89.5% (2015) to 92.0%

U2B from 35.1% (2015) to 52.0%

**based on 2016 Year 2 Early Start data*

- Enhance 2016 investments in school programs to:
 - increase the percentage of students meeting the school's benchmarks in reading;
 - support teacher capability in interrogating literacy data to improve student outcomes;
 - continue developing individual support plans for students who do not meet NMS in Years 3 and 5;
 - provide targeted intervention to meet identified student needs;
- Provide targeted intervention for ATSI students to "close the gap"

Age-appropriate reading levels

All students achieving NMS for specific year level benchmarks (PM, Fountas and Pinnell) – MSS Assessment Schedule.

Our initiatives include

- Target specific groups of students (eg not meeting NMS in Years 3 and 5) by providing them with access to specific intense/research-based intervention and appropriate resources
Evidence: Carol Ann Tomlinson. 2004. "How to Differentiate Instruction"
Fountas & Pinnell Leveled Literacy Intervention (LLI) System Case Study
- Continued employment of a 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 growth;
 - 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)
- Employ Speech Pathologist to assist staff with the development of school-specific programs 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.
Evidence: Jacklyn Schneider. 2015. Benefits of In-Clinic and In-School Therapy
Cobb Services. The advantages of serving therapy in school-based services.
- Regular review of data using local measures identified in the Assessment and Monitoring Framework
- Provide literacy/numeracy support programs for parents through school newsletter, school website, on-site workshops

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- Continue developing/implementing individual learning plans to assist student academic progress.
Evidence: Carol Ann Tomlinson. 2004. "How to Differentiate Instruction"
Hattie, John. 2012. "Visible Learning"
- Provide ongoing professional development to classroom teachers to develop data-driven strategies and increase awareness of differentiated instruction.
Evidence: Moorooka State School Assessment and Monitoring Framework
Hattie, John. 2012. "Visible Learning"
- Provide staff and student curriculum development support (aligned to Strategic Plan 2017-202) through the employment of a part time HOC.
Evidence: Carol Ann Tomlinson. 2004. "How to Differentiate Instruction"
Hattie, John. 2012. "Visible Learning"
- Provide additional language intervention for Year 3 indigenous students.
Evidence: ASG Early Intervention Research Program (<http://www.asg.com.au/asgeirp>)
- Engage local indigenous support groups to assist with closing the gap strategies for indigenous students.
Evidence: Education Queensland: <https://indigenousportal.eq.edu.au/Pages/home.aspx>

Our school will improve student outcomes by

<ul style="list-style-type: none"> • Targeted literacy intervention programs <ul style="list-style-type: none"> - includes LLI supplementary resourcing - T/A to specifically support implementation: <ul style="list-style-type: none"> .. literacy/reading strategies .. closing the Gap support for indigenous students * 	\$37280.00 \$7280.00 \$30000.00
<ul style="list-style-type: none"> • Literacy implementation support <ul style="list-style-type: none"> - Literacy data collection and analysis - Literacy programs support materials - Literacy professional development 	\$23974.00
<ul style="list-style-type: none"> • Early Years Intervention <ul style="list-style-type: none"> - 0.5 FTE speech pathologist 	\$33000.00
<ul style="list-style-type: none"> • ACARA curriculum development and literacy coaching <ul style="list-style-type: none"> - 1.0 FTE Literacy Coach (identified in priority review) - 0.2 FTE Literacy Coach support (identified in priority review) 	\$127720.00 \$108000.00 \$19720.00

* Additional school-funding is used to supplement targeted intervention programs in the school.

† 2016 QSR | 2017-2020 Strategic Plan



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