

# Investing for Success

**Under this agreement for 2018  
Meringandan State School will receive**

**\$74 242\***

## This funding will be used to

<p>Maintain the percentage of students achieving the upper two bands in reading. Target: 40% in Year 3 and Year 5.</p>	<p><b>Baseline/endpoint: Upper Two Bands.</b> % of Year 3 and Year 5 students NAPLAN 2017 and % of students achieving results in the 2018 Upper Two Bands in Reading.</p> <p><b>Comparison:</b> NAPLAN Relative gain upper two bands in reading Year 3, 2016 and Year 5, 2018 for matched students.</p> <p><b>Monitoring:</b> Interim reading benchmarks. Reading Data Wall. Case management notes and student monitoring.</p>
<p>Increase the proportion of students achieving regional benchmarks in reading to 75% in Prep to Year 2.</p>	<p><b>Baseline:</b> 2017 T4 PAT Reading Comprehension and PM data. OLLEY and PMAP Term 1 2018 data.</p> <p><b>Comparison:</b> PMAP pre and post test data for Prep students. Regional benchmarks for reading comprehension 2016 to 2018, matched students. (Prep – Year 2). End of year 2017 and 2018 PAT/PM Reading benchmarking.</p> <p><b>Monitoring:</b> OLLEY and PMAP interventions and outcomes. Interim benchmarks. Reading Data Wall. Case management notes and student monitoring.</p>

## Our initiatives include

<p>Enhancing teacher capacity and capability in the teaching of reading, supported by collaboration, coaching and feedback.</p>	<p>Timperley, H 2008 "Teacher professional learning and development". In <i>The Educational Practices Series – 18</i>. Ed. Jere Brophy International Academy of Education &amp; International Bureau of Education, Brussels.</p> <p>Fullan, M &amp; Sharratt, L 2012, <i>Putting Faces on the Data: What Great Leaders Do!</i>, Corwin, California, USA.</p> <p>Archer, AL and Hughes, CA 2011 <i>Explicit instruction: Effective and Efficient Teaching</i> Guildford Press, NY.</p> <p>by Douglas Fisher, D and Frey, N 2016, <i>Visible Learning for Literacy, Grades K-12: Implementing the Practices That Work Best to Accelerate Student Learning</i>, Corwin Literacy, California</p>
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\* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



Implementing programs to build oral language skills to lift reading outcomes in the early years, including parent support.	Hubbard, L. (2005). Talk in the early years. In E. Grugeon, L., Dawes, C., Smith, & L. Hubbard, Teaching speaking and listening in the primary school (3rd ed., pp. 31-54). London: David Fulton Publishers. Gross, J. (2013). Time to talk. Implementing outstanding practice in speech, language and communication. London: Routledge.
Implementing engagement and transition programs that enhance partnerships with parents, community groups, local playgroups, Crèche and Kindergarten, and day care providers.	Emerson, L., Fear, J., Fox, S., and Sanders, E. (2012). Parental engagement in learning and schooling: Lessons from research. A report by the Australian Research Alliance for Children and Youth (ARACY) for the Family-School and Community Partnerships Bureau: Canberra. Qld Department of Education (2015) Supporting Successful Transitions, <a href="https://det.qld.gov.au/earlychildhood/about-us/transition-to-school">https://det.qld.gov.au/earlychildhood/about-us/transition-to-school</a> Qld Department of Education (2017) Parent and Community Engagement <a href="http://education.qld.gov.au/schools/parent-community-engagement-framework/">http://education.qld.gov.au/schools/parent-community-engagement-framework/</a>

### Our school will improve student outcomes by

Funding release to enable teachers to engage in professional learning and quality training, coaching and feedback, collaborative inquiry and action research.	\$38 000 to fund 0.4 FTE teacher to provide additional non-contact for teachers to engage in collaborative professional learning.
Engaging a qualified professional to implement an effective oral language program and practices in the early years, including building teacher and aide capability.	\$18 000 to fund 0.2 FTE Speech Language Pathologist (one day per week).
Funding events and programs to engage with parents, community and Pre-Prep providers.	\$5 242 to provide release for Prep teachers to engage with networks and facilitate sessions for Pre-Prep transition sessions.
Investing in resources, including digital resources, to support teaching and learning in reading.	\$13 000 to fund physical, human and digital resources and subscriptions.



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Department of Education

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