

Investing for Success

Under this agreement for 2020

Meringandan State School will receive

\$74,242*

This funding will be used to

70% of students will achieve a C or higher in English.	<p>Baseline/endpoint: 2018 % of students achieving a C or higher 2019 % of students achieving a C or higher 2020 the percentage of students achieving a C or higher.</p> <p>Monitoring: 2020, P – 6 Semester Reporting in English. P-10 Literacy Continuum (reading) used to monitor progress and plan for next steps in student learning. Teacher planning for differentiation. Case management notes and student monitoring.</p>
70% of students in Years 1 to 3 will achieve the regional reading benchmark.	<p>Baseline: 2017 – 2019 T4 Progressive Achievement Tests Reading (PAT-R) Comprehension and Progress for Meaning (PM) data Oral Language Early Years (OLEY) and Prep Metalinguistic Awareness Program (PMAP) 2018 and 2019 data. End of year 2020 PAT/PM Reading benchmarking.</p> <p>Monitoring: Literacy continuum (reading). Oral Language in the Early Years and Phonological awareness programs, interventions and outcomes. Interim benchmarks. Reading Data Wall Case management notes and student monitoring.</p>

Our initiatives include

<p>Building capability in the teaching of reading across the curriculum targeting :</p> <ul style="list-style-type: none"> • Know the reading demands of the curriculum. • Know your data and students. • Know your next steps. • Know your teaching practices. 	<p>Darling-Hammond L, Hyler M E & Gardner M, 2017 Effective Teacher Professional Development, Learning Policy Institute. Sharratt, L, & Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, USA Fisher D, Fry N, & Hattie J, 2017 Visible Learning for Literacy, Corwin/A SAGE, California, USA</p>
<p>Implementing programs to build oral language skills and phonological awareness to lift reading outcomes in the early years. Engagement and transition programs that enhance partnerships with parents, community groups, local playgroups, Crèche and Kindergarten, and day care providers.</p>	<p>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. Supporting Successful Transitions, https://det.qld.gov.au/earlychildhood/about-us/transition-to-school Qld Department of Education (2017) Parent and Community Engagement http://education.qld.gov.au/schools/parent-community-engagementframework</p>



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Our school will improve student outcomes by

<p>Funding learning development and release for teachers to:</p> <ul style="list-style-type: none"> Engage in professional learning facilitated by the Reading Centre. Work collaboratively in cohort teams including planning, coaching and feedback, collaborative inquiry and action research. 	<p>\$40 000 to fund 0.4 FTE teacher to provide additional non-contact for teachers to engage in collaborative professional learning. School funded: costs associated with professional development.</p>
<p>Funding events and programs to engage with parents, community and Pre-Prep providers.</p>	<p>\$5 242 to support Prep teachers to engage with community, networks and facilitate sessions for Pre-Prep transition mornings.</p>
<p>Engaging a qualified professional to implement an effective oral language program and practices in the early years, including building teacher and aide capability.</p>	<p>\$17 000 to fund 0.2 full time equivalent (FTE) Speech Language Pathologist (one day per week).</p>
<p>Investing in resources, including:</p> <ul style="list-style-type: none"> Digital resources, to support teaching and learning in reading and writing. Immediately replacing absent teacher aides to support speech and phonological awareness groups. 	<p>\$12 000 to fund physical, human and digital resources and subscriptions.</p>



Janelle Groves
Principal
Meringandan State School



Tony Cook
Director-General
Department of Education



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