

# Investing for Success

## Under this agreement for 2019 Thornlands State School will receive

**\$253,729\***

### This funding will be used to

- Maintain percentage students in Year 3 and 5 meeting the National Minimum Standards in reading and numeracy at or above 98%.
- Increase percentage of Year 3 and 5 students in U2B(Upper 2 Bands) NAPLAN Reading to Yr 3 and 5- 55% (Achieved 2018 Year 3 - 55% Year 5 - 41% );
- Increase percentage of Year 3 and 5 students in U2B NAPLAN Numeracy – Year 3 to 68% (66% 2018); Year 5 to 60% (57% 2018);
- Increase percentage of Year 3 and 5 students in U2B NAPLAN Writing – Year 3 to 45% (42% 2018); Year 5 to 35% (23% 2018);
- Embed whole school approach to goal setting – all students have individual reading and writing goals.
- Increase percentage students in Prep- Year 2 achieving, or exceeding, Benchmark standards in reading to 80% in 2019.
- Increase % students achieving a “C”, or above, in English in P -3 to 80%; Year 4-6 to 82%
- Increase % students achieving a “C”, or above, in Maths in P -6 to 85%
- Facilitate 100% teachers utilising a range of data to identify and group students according to need.
- Ensure every student accessing a different year level curriculum (individual curriculum plan) will work towards or achieve a “C” standard, or better, against the relevant year level achievement standard.
- Improve teacher capability through focused professional development to improve student performance.
- Provide additional high quality resources for the teaching of reading and number.

### Our initiatives include

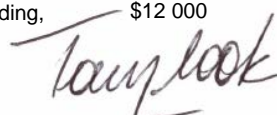
- 100% classrooms engage in small or guided instructional groups based on student needs, including Rally Readers in Prep 1- Year 2, MiniLit - Tier 2 Intervention (Meeting Initial Needs in Literacy- Macquarie University).
- Leap into Prep program- establishing links within the 0-5 yr community; supporting the transition to school for students and parents
- Additional teacher aide time for all classes. Dedicated teacher aide/s assigned to every year level to support student learning.
- Provision of additional teacher aide time to enable small group instruction in every P-2 class (Rally Reading), to facilitate the MiniLit program in Year 1 and Oral Language program in Prep.
- Provide teacher aide professional development to enhance student learning in literacy and numeracy.
- Employ “Reading Mentor” teacher, 1 day per week to co-ordinate the Rally Reader program, to mentor teachers in the teaching of reading and to provide PD for teachers and teacher aides.
- Enhance student vocabulary knowledge through the whole school STRIVE program (Beck, McKeown and Kucan 2002,2008)
- Embed the explicit teaching of Comprehension strategies- *Australian Curriculum, Classroom Comprehension Strategies* (Sheena Cameron), *QAR* (Taffy, Raphael), *Effective questioning/Complex texts*.
- Year 2,3,4 and 5 focus groups (Turbo Time). Preparation of targeted resources aimed to support development of best practice in the teaching of reading comprehension for all staff.
- Embed the explicit teaching of Writing strategies, through use of Sheena Cameron resources, VCOP and Big Write
- Provide parent workshops to support early literacy and numeracy development at home.
- Review student performance data regularly– *Visible Learning for Teachers - Maximising Impact on Learning* (Hattie, John)
- Provide professional development to support teachers in data gathering, collation, analysis and use.
- Embed a professional learning community encompassing all key stakeholders to share and evaluate strategies and their impact (TNT-Thornlands N'quiry Teams) - *Coherence* (Fullan and Quinn 2016)

### Our school will improve student outcomes by

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| • Provide additional support and specialist personnel to support student learning.   | \$173 729 |
| • Build staff capacity in explicit teaching practices in reading, writing and numeracy, through professional development including professional collaboration, feedback and mentoring.                                       | \$30 000  |
| • Build staff capacity through a professional development program around data analysis that supports teachers to build their capacity (cycle of inquiry and collaboration), including teacher release for data conversations | \$20 000  |
| • Purchase of additional resources (including ICTs) to support literacy and numeracy.  | \$18 000  |
| • Leap into Prep program to support successful transition to school and improved reading, writing and numeracy outcomes.   | \$12 000  |



**Robyn Wilton**  
Principal  
Thornlands State School



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

\* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



**Queensland  
Government**