

Investing for Success

Under this agreement for 2021

Thornlands State School will receive:

\$275,436*

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- 60% (Achieved 2019 Year 3 - 57% Year 5 - 54%);
- Increase percentage of Year 3 and 5 students in U2B NAPLAN Numeracy – Year 3 to 60% (57% achieved 2019); Year 5 to 65% (59% achieved 2019);
- Increase percentage of Year 3 and 5 students in U2B NAPLAN Writing – Year 3 to 60% (57% achieved 2019); Year 5 to 30% (25% achieved 2019);
- Maintain 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 2021.
- Increase % students achieving a "C", or above, in English in P - 6 to 85%
- 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, number and digital technologies.

Our initiatives include

- 100% classrooms engage in small or guided instructional groups based on student needs, including Rally Readers in Prep –Year 4, MiniLit and MultiLit - Tier 2 Intervention (Meeting Initial Needs in Literacy- Macquarie University).
- Nessy Program - Tier 3 Intervention - in reading and spelling for Years 2 - 4,
- Leap into Prep program- establishing links within 0-5 yr community; supporting 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 learning.
- Provision of additional teacher aide time to enable small group instruction in every P - 4 class (Rally Reading), the MiniLit program in Year 1, MultiLit in Years 3 - 5 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.
- Maintain Head of Curriculum (HOC) position to enhance curriculum leadership and support continued improvement in student learning outcomes.
- 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* (Cameron, Sheena), *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 of all staff in the teaching of reading comprehension and numeracy.
- Embed the explicit teaching of Writing strategies, through use of Sheena Cameron resources, VCOP (Vocabulary, Connectives, Openers and Punctuation) and Big Write; whole school focus on the teaching of Cognitive Verbs.
- Provide parent resources 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)
- Enhanced pedagogy as a result of WOW (peer review and feedback) process embedded.
- Develop staff capacity in implementing Austn Curriculum, including Technologies through ongoing professional development.

Our school will improve student outcomes by

• Provide additional support and specialist personnel to support student learning.	\$165 436
• Maintain Head of Curriculum (HOC) position to support student learning outcomes.	\$40 000
• Build staff capacity in explicit teaching practices in reading, writing and numeracy, through professional development including professional collaboration, feedback and mentoring.	\$20 000
• Build staff capacity through professional development around data analysis, implementation of Australian Curriculum and consistency of teacher judgement, that supports teachers to build their capacity (cycle of inquiry and collaboration).	\$20 000
• Purchase of additional resources (including ICTs) to support literacy and numeracy.	\$20 000
• Leap into Prep program to support successful transition to school and improved reading, writing and numeracy outcomes.	\$10 000



Robyn Wilton
Principal

Thornlands State School



Tony Cook
Director-General
Department of Education



Queensland
Government