

Investing for Success

**Under this agreement for 2018
Mount Sylvia State School will receive**

\$13,256*

This funding will be used to

Target	Measures
1. Increase phonological awareness relating to reading achievement of current Prep – year 1, year 2 (2018) students by 2019.	<ul style="list-style-type: none"> • Increase the percentage of Prep, Year 1, Year 2 students able to read and comprehend age appropriate, predictable texts and compose and record, age appropriate meaningful sentences/texts from 33% to 66% at the reporting level of 'Working With', Sound, C or better. • Baseline/endpoint: <ul style="list-style-type: none"> ○ 'Working With' or better Prep, Sem 2 (2018) ○ English %Sound or better Y1, Sem 2 (2019) ○ English %Sound or better Y1, Sem 2 (2018) ○ English %Sound or better Y2, Sem 2 (2019) ○ English %Sound or better Y2, Sem 2 (2018) ○ English %C or better Y3, Sem 2 (2019)
2. Increase the % of students working from Individual Curriculum Plans (ICPs) who achieve their reading goals by EOY 2018.	<ul style="list-style-type: none"> • Every student accessing a different year level curriculum (that is, with an Individual Curriculum Plan) will achieve a 'C' standard or better against the relevant year-level achievement standard. • Baseline/endpoint: <ul style="list-style-type: none"> ○ English %C or better Y3, Sem 2 (2018) ○ English %C or better Y4, Sem 2 (2018) ○ English %C or better Y5, Sem 2 (2018) ○ Year 3 NAPLAN Reading NMS data (2018) ○ Year 5 NAPLAN Reading NMS data (2018). • Comparison: <ul style="list-style-type: none"> ○ distance travelled compared historically (by student) for same length of teaching time (1 year) ○ reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain. • Monitoring: <ul style="list-style-type: none"> ○ Staff feedback on relevance and impact of professional learning ○ Student engagement and behaviour monitored as new teaching strategies applied ○ Student work samples.

Our initiatives include

Initiative	Evidence-base
1. Implement phonemic awareness explicit instruction to the Prep, year 1 and year 2 students' reading achievement by building teacher capability in: <ul style="list-style-type: none"> • identifying the reading and writing demands of the Australian Curriculum 	<ul style="list-style-type: none"> • Konza, D, Teaching Reading: Why the "Fab Five" should be the "Big Six". Australian Journal of Teacher Education Vol 39, 12, December 2014 • Kilpatrick, D, 2016, Equipped for Reading Success, Casey & Kirsch Publishers. Syracuse,

* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



<p>learning areas and subject in C2C units of work</p> <ul style="list-style-type: none"> delivering oral language explicit instruction with a focus on phonemic awareness within the Big 6 in reading 	<p>US</p> <ul style="list-style-type: none"> Heggarty, M, 2018, Phonemic Awareness - Revised Primary Curriculum, QASSP, Queensland. Sharratt, L, & Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, US
<p>2. Implement phonemic awareness explicit instruction to students on individual curriculum plans to support achievement of reading goals by building teacher capability in:</p> <ul style="list-style-type: none"> identifying the reading and writing demands of the Australian Curriculum learning areas and subject in C2C units of work delivering oral language explicit instruction with a focus on phonemic awareness within the Big 6 in reading 	<ul style="list-style-type: none"> Konza, D, Teaching Reading: Why the “Fab Five” should be the “Big Six”. Australian Journal of Teacher Education Vol 39, 12, December 2014 Kilpatrick, D, 2016, Equipped for Reading Success, Casey & Kirsch Publishers. Syracuse, US Heggarty, M, 2018, Phonemic Awareness - Revised Primary Curriculum, QASSP, Queensland. Sharratt, L, & Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, US

Our school will improve student outcomes by

1.

Actions	Costs
Attending Phonemic Awareness professional development with Alisa VanHekken - 1 day workshop	\$ 308 – Registration \$ 450 - Resources
Providing targeted professional learning (incl. The Reading Centre courses) supported by planning, modelling, observation and feedback processes	\$3000 - TRS
Funding STLaN support for assessment and intervention	\$4000 – Contract

2.

Actions	Costs
Attending Phonemic Awareness Train the Trainer - Brisbane with Alisa VanHekken – 2 day workshop	\$ 638 - Registration
Attending Putting Faces on Data Workshops	\$1800 - TRS \$ 100 - Resources
Funding STLaN support for assessment and intervention	\$2960 - Contract



Mark Thompson
Principal
Mount Sylvia State School



Patrea Walton
A/Director-General
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