

Investing for Success

Under this agreement for 2019
Mount Sylvania State School will receive

\$12,237*

This funding will be used to

Target	Measures
1. Increase phonological awareness relating to reading achievement of current Prep – year 1, year 2 (2019) students by 2020.	<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 (2019) ○ English %Sound or better Y1, Sem 2 (2020) ○ English %Sound or better Y1, Sem 2 (2019) ○ English %Sound or better Y2, Sem 2 (2020) ○ English %Sound or better Y2, Sem 2 (2019) ○ English %C or better Y3, Sem 2 (2020)
2. Increase the % of students working from Individual Curriculum Plans (ICPs) who achieve their reading goals by EOY 2019.	<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 (2019) ○ English %C or better Y4, Sem 2 (2019) ○ English %C or better Y5, Sem 2 (2019) ○ Year 3 NAPLAN Reading NMS data (2019) ○ Year 5 NAPLAN Reading NMS data (2019). • 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.

* 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.



Our initiatives include

Initiative	Evidence-base
<p>1. Implement phonemic awareness explicit instruction to the Prep, year 1 and year 2 students' reading achievement 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
<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.

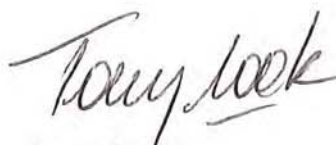
Actions	Costs
Attending Phonemic Awareness professional development with Alisa VanHekken - 1 day workshop	\$ 377 – Registration
Providing targeted professional learning (incl. The Reading Centre courses) supported by planning, modelling, observation and feedback processes	\$3000 - TRS
Funding STLaN support for assessment and intervention	\$3500 – Contract

2.

Actions	Costs
Attending Putting Faces on Data Workshops	\$1800 - TRS \$ 100 - Resources
Funding STLaN support for assessment and intervention	\$3460 - Contract



Mark Thompson
Principal
Mount Sylvia State School



Tony Cook
Director-General
Department of Education

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