

Investing for Success

Under this agreement for 2020
Mount Sylvia State School will receive

\$13,039*

This funding will be used to

Target	Measures
1. Increase phonological awareness relating to reading achievement of current Prep – year 1, year 2 students by 2020.	1. 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 45% to 70% at the reporting level of 'Working With', Sound, C or better.
2. Increase the % of students achieving regional reading benchmarks from 44% to 70% by end of 2020.	<ol style="list-style-type: none"> 1. Development and implementation of whole school approach to the teaching of reading. 2. Professional development of staff to upskill in effective strategies for the teaching of reading. 3. Using data and case management strategies to increase the achievement of students.

Our initiatives include


Initiative	Evidence-base
<ol style="list-style-type: none"> 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 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.
<ol style="list-style-type: none"> 2. Increase the % of students achieving regional reading benchmarks from 44% to 70% by end of 2020. <ul style="list-style-type: none"> • Development and implementation of whole school approach to the teaching of reading. • Professional development of staff to upskill in effective strategies for the teaching of reading. • Using data and case management strategies to increase the achievement of students. 	<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.



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Our school will improve student outcomes by

Actions	Costs
Providing targeted professional learning (incl. The Reading Centre courses) supported by planning, modelling, observation and feedback processes <ul style="list-style-type: none"> • Visiting Cluster school to investigate successful reading programmes • Attend Big 6, guided reading workshops • Participate in Reading Hub Workshops 	\$4000 – TRS and workshop fees
Updating reading resources <ul style="list-style-type: none"> • Decodable readers • Readers for upper level students (year 3-6) • Differentiated resources to support students with difficulties e.g. reader pens 	\$5539
Funding STLaN support for assessment and intervention	\$3500 – Contract



Janice Spearritt
Principal
Mount Sylvia State School



Tony Cook
Director-General
Department of Education



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