

# Investing for Success

Under this agreement for 2018

Mount Gravatt State School will receive

**\$124,056\***

This funding will be used to:

<p>Increase the percentage of students reading at least level 7 texts (PM or equivalent Fountas &amp; Pinnell) by the end of the Prep year.</p>	<p>Baseline (2017 - 74%):</p> <ul style="list-style-type: none"> <li>• 2018 Target – 80%</li> <li>• 2019 Target – 85%.</li> </ul> <p>Comparison:</p> <ul style="list-style-type: none"> <li>• English A–E (equivalent) data.</li> </ul> <p>Monitoring:</p> <ul style="list-style-type: none"> <li>• PM benchmarks / Fountas &amp; Pinnell benchmarks</li> <li>• Student work samples</li> <li>• School data (diagnostic and summative assessments)</li> <li>• Case management records.</li> </ul>
<p>Increase the percentage of students reading at least level 16 texts by the end of Year 1.</p>	<p>Baseline (2017 - 54.8%):</p> <ul style="list-style-type: none"> <li>• 2018 Target – 75%</li> <li>• 2019 Target – 80%.</li> </ul> <p>Comparison:</p> <ul style="list-style-type: none"> <li>• English A–E (equivalent) data.</li> </ul> <p>Monitoring:</p> <ul style="list-style-type: none"> <li>• PM benchmarks / Fountas &amp; Pinnell benchmarks.</li> <li>• Student work samples</li> <li>• School data (diagnostic and summative assessments)</li> <li>• Case management records.</li> </ul>
<p>Increase the percentage of students in the Upper Two Bands (U2B) NAPLAN Years 3 and 5.</p>	<p>Baseline 2017:</p> <ul style="list-style-type: none"> <li>• Year 3 – 37.5%</li> <li>• Year 5 – 35.5%.</li> </ul> <p>2018 Target:</p> <ul style="list-style-type: none"> <li>• Year 3 – 45%</li> <li>• Year 5 – 50%.</li> </ul> <p>Comparison:</p> <ul style="list-style-type: none"> <li>• English A–E (equivalent) data</li> <li>• Reading U2B data from Similar Qld State Schools.</li> </ul> <p>Monitoring:</p> <ul style="list-style-type: none"> <li>• Student work samples</li> <li>• School data (diagnostic and summative).</li> </ul>




## Our initiatives include:

Initiative	Evidence Base
Provide coaching to develop teacher pedagogy in reading and with explicit teaching.	Knight, J, <i>Instructional Coaching – A Partnership Approach to Improving Instruction</i> . Kraft, M, Blazar, D & Hogan, D 2016, <i>The Effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence</i> .
Implement explicit teaching in comprehension strategies.	Cameron, S, <i>Teaching Reading Comprehension Strategies - A Practical Classroom Guide</i> , p. 29. Hattie J 2007, Comprehension strategies instruction with effect size 0.72. Archer, AL & Hughes, CA 2011, <i>Explicit Instruction: Effective &amp; Efficient Teaching</i> .
Implement effective reading program in Prep, including synthetic phonics, Prep Oracy program (EAL/D) and 'Read It Again!'	Hattie J 2007, Phonics instruction with effect size of 0.7. Hattie J 2007, Explicit teaching/instruction strategies having 4 <sup>th</sup> highest effect size of 1.29.
Implement case management program to support individual student development in reading.	Sharratt, L & Fullan, M 2012, <i>Putting the FACES on the data: What great leaders do!</i> Corwin, Thousand Oaks, CA.

## Our school will improve student outcomes by:

Actions	Costs
Supplement Master Teacher allocation to provide coaching support to teachers.	\$89 591
Employ teachers to provide intervention for students.	
Employ teacher aides to provide additional support in the teaching of reading.	\$22 261
Provide professional development to teachers in quality reading pedagogy.	\$3 302
Supplement resources that foster quality pedagogy and effective student engagement in reading.	\$8 902



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