



Investing for Success

Under this agreement for 2018
Gunalda State School will receive

\$19,512*

This funding will be used to

To improve student reading outcomes

Target	Measures
1. All students experience 12 months' growth in Reading	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ Australian Curriculum reading assessment - 75% of students C or better, Semester 2 (2017) ○ Australian Curriculum reading assessment - 75% of students C or better, Semester 2 (2018) ○ Year 3/5 NAPLAN Reading National Minimum Standard (NMS) and Upper Two Bands (U2B) data (2016 - 2018). ○ PM Benchmark and PROBE diagnostic reading assessment from Week 9, 2017 to Week 9, 2018 ○ LEM PHONICS Phonemic Awareness Assessment Term 1, 2018 – Term 4, 2018 • Comparison: <ul style="list-style-type: none"> ○ English (reading) A-E data ○ NAPLAN Reading NMS data from Similar Queensland State Schools (SQSS) ○ Diagnostic reading assessment from Term 4, 2017 ○ LEM Phonics Phonemic Awareness Assessment from Term 1, 2018 ○ Distance travelled compared historically (by student) for same length of teaching time – NAPLAN reading, Australian Curriculum reading and diagnostic reading assessment (1 year) • Monitoring: <ul style="list-style-type: none"> ○ Teacher/teacher aide planning documents and Rapid Reading/Reading Links lesson observations ○ Student feedback and work samples ○ Movement on P-10 Literacy continuum ○ English A-E data ○ Movement on diagnostic reading assessment progress chart and phonological awareness assessment on data wall

Our initiatives include

Initiative	Evidence base
<ul style="list-style-type: none"> • Incorporate evidence-based teaching practices into elements of reading • Seek support of region for Head of 	<ul style="list-style-type: none"> • Timperley, H 2011 <i>Using student data for professional learning: focusing on student outcomes to identify teachers' needs</i> (online) http://www.education.vic.gov.au/Documents/about/



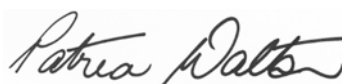
<p>Department (English) service and Rapid Reading coach to help lead developing best practice reading pedagogy</p> <ul style="list-style-type: none"> • Introduce Rapid Reading and Reading Links • Rapid Reading Professional Development (PD) • LEM PHONICS PD for untrained staff 	<p>research/timperleyassessment.pdf</p> <ul style="list-style-type: none"> • Dempster, N, Konza D, Robsonk, G, Gaffney, M, Lock, G, & Mckennariey, K, 2012 <i>Principals as Literacy Leaders</i> (online) https://www.appa.asn.au/wp-content/uploads/2015/08/PALL.pdf
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Our school will improve student outcomes by

Actions	Costs
Provide targeted professional learning – LEM Phonics	\$ 995
Recruit trained Rapid Reading and Reading Links teacher aide to work three hours a day, five days a week for all of 2018, to work with students	\$18 517



Darren Sengstock
Principal
Gunalda State School



Patrea Walton
A/Director-General
Department of Education

