Under the agreement for 2015
Taabinga State School will receive

$112,380*

*Estimated on 2014 data. Actual funding will be determined after 2015 enrolment data is finalised.

This funding will be used to

- Close the gap for students in Prep, Year 1 and 2 who are reading well below or below expected Fountas & Pinnell reading benchmarks for their year level through Leveled Literacy Intervention and explicit instruction in reading and targeted use of resources
- Identify Prep students not meeting school agreed targets and provide targeted resourcing and explicit teaching to achieve Fountas & Pinnell Benchmark C in reading by end of Prep or develop evidence based plans in consultation with parents to ensure student success
- Decrease the gap between the Mean Scale Score in Reading and Numeracy across Year 3 and Year 5 to within 10 points
- Increase the percentage of Year 3 students meeting NMS in reading from 90.4% to meet the National Mean
- Increase the percentage of Year 3 students meeting NMS in numeracy from 90.4% to meet the National Mean
- Increase the percentage of Year 5 students meeting NMS in reading from 89.8% to meet the National Mean
- Increase the percentage of Year 5 students meeting NMS in numeracy from 87.5% to meet the National Mean
- Increase the percentage of Year 3 students in the U2B in reading from 38.5% to National equivalence
- Increase the percentage of Year 3 students in the U2B in numeracy from 30.8% to National equivalence
- Increase the percentage of Year 5 students in the U2B in reading from 32.7% to National equivalence
- Increase the percentage of Year 5 students in the U2B in numeracy from 20.8% to National equivalence
- Ensure Individual Learning Plan or evidence based plans are developed collaboratively for every student at risk of performing below NMS in reading and numeracy

Our strategy will be to

- Build teacher capability to ensure consistent delivery of year level and vertical curriculum, assessment and monitoring tasks through collaborative planning in teams with coaching by instructional leaders
- Implement explicit instructional practices to provide high quality teaching in reading, spelling and numeracy as a framework for differentiation, aligned with resources to ensure student success
- Instructional leaders work collaboratively with Prep teachers to focus on evidence proven instructional strategies to scaffold and support all students learning success and provide booster programs for students
- Develop Booster programs for students in reading, writing and numeracy
- Ensure every teacher is provided with high quality coaching and feedback through instructional leaders and differentiated to meet the needs of teaching staff
- Build teachers ability to interpret data through capacity building for all staff in the analysis and discussion of data to drive instructional practices and the school improvement agenda
- Focus teachers and instructional leaders knowledge, understanding and use of descriptive feedback to ensure student success
- Commence implementation of Reading to Learn Strategy in Year 3 and 5 to improve students writing
Great Results Guarantee

development and begin building awareness of strategy in Year 2 and 4 for semester 2
Wiliams, D (2011) – *Embedded Formative Assessment*
Archer, A and Hughes, C (2011) – *Explicit Instruction Effective and Efficient Teaching*
Fullan, M (2012) – *Professional Capital Transforming Teaching in Every School*
Knight, J (2013) – *High Impact Instruction*
Heacox, D (2009) – *Making Differentiation a Habit – How to Ensure Success in Academically Diverse Classrooms*

**Our school will improve student outcomes by**

- Developing or adapting a Prep oral language program in conjunction with Speech Therapist and inclusion teachers
- Employing a data literacy coach 1.0FTE to develop and implement an action plan for professional development and coaching program to support data gathering and analysis, to enable explicit instruction focused on proven evidenced based strategies and is focused on descriptive feedback for students ($88,000)
- Investing in quality training for instructional leaders in coaching to build teacher capability and provide descriptive feedback to ensure high quality teaching through QELI – Queensland Education Leaders Institute ($8000)
- Providing TRS to enable teachers and instructional leaders to ensure consistent delivery of curriculum, aligned with resources through collaborative planning, development of 50 day term plans in English and Mathematics mapped to the Australian Curriculum achievement standards ($16,380)
- Aligning teacher aides each term to ensure delivery of explicit instruction and differentiation of learning in the classroom, through Booster Programs and delivery of Levelled Literacy Intervention (funds sourced through Literacy and Numeracy funds)
- Beginning development of a whole school writing plan using evidence based strategy of Reading to Learn to focus whole school writing improvement through data gathering, explicit instruction and descriptive feedback to students to improve their writing

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Taabinga State School

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Department of Education, Training and Employment