

Investing for Success



Under this agreement for 2019

Mossman State School will receive

\$156 688*

This funding will be used to

- Guarantee that every student will either:
- Achieve National Minimum Standard (NMS) in National Assessment Program - Literacy and Numeracy (NAPLAN) or have an evidence based Individual Curriculum Plan [ICP] to address their specific learning needs
- Maintain Year 3 students reaching NMS NAPLAN Reading at 100% in 2019
- Increase Year 5 students reaching NMS NAPLAN Reading at 91% in 2018 and 100% in 2019
- Increase the number of Year 3 students in the Upper 2 Band (U2B) in NAPLAN Reading from 45% in 2018 to 50% by 2019
- Increase the number of Year 5 students in the U2B in NAPLAN Reading from 34% in 2018 to 40% by 2019
- Increase percentage of students achieving C or above in English, Maths and Science to over 80%
- Increase our P-3 students who achieve School in PM from:
 - Prep - Progress for Meaning (PM) 9 [52% in 2018 to 60% in 2019]
 - Year 1 - PM 19 [30% in 2018 to 50% in 2019]
 - Year 2 - PM 25 [56% in 2018 to 65% in 2019]
 - Year 3 - PM 28 [58% in 2018 to 65% in 2019]
- Increase our P-2 students who achieve School benchmarks in sightwords in 2019:
 - Prep - [100 sightwords] - 38% in 2018 to 60% in 2019
 - Year 1 - [300 sightwords] - 40% in 2018 to 60% in 2019
 - Year 2 - [500 sightwords] - 87% in 2018 to 90% in 2019
- Have over 30% of P-2 students reach stretch targets in reading of: PM 12 [Prep]; PM 22 [Year 1]; PM 27 [Year 2] in 2019.

Our initiatives include

- Continue to implement a structured, whole-school approach to the teaching of reading including modelled, shared and guided reading every day in Grade P-6 [Evidence: Bayetto Big 6; OFSTED Reading by Six 2010; Rose Report]
- Refine Reading Hierarchy consolidations including "blending, segmenting and tracking" [Evidence: Fleming]
- Purchase additional resources to support explicit instruction in reading [Fitzroys, Guided Readers, CAFÉ Menu, SRA and CSI kits] [Evidence: Archer and Hughes 2011; Hollingsworth and Ybarra 2009]
- Refine the P-2 Phonological Awareness Program [Evidence: The Rose Report, 2006; Bayetto (Big 6)]
- Whole-school explicit teaching of vocabulary [Archer; Bayetto (Big 6)]
- Continue to build teacher capability by employing a Head of Teaching and Learning to work with teachers modelling, coaching, giving feedback and providing professional development [Evidence: Hattie 2008]
- Continue to support Homework Program at Mossman Gorge through purchase of site licences of literacy program/s
- Extend before-school Reading Club with resources, incentives, professional development of staff
- Continue before-school Reading Club program, home reading program and classroom reading program at the instructional level
- Monitor reading data of all students 5-weekly and identified students fortnightly
- Continue to implement school-wide approach to reading intervention:
 - Identify P-6 students at risk of not meeting benchmarks
 - Develop and implement reading intervention program
 - Fortnightly meetings to monitor for progress
- Employing external consultants to diagnose learning disabilities in identified students.
- Purchasing teacher aide / teacher time for intensive reading intervention

Our school will improve student outcomes by

• Purchasing additional physical resources [guided readers, Fitzroys, 7 Steps] to support explicit instruction in reading in classrooms, Before School Reading, Mossman Gorge Site Licences	• \$ 6 688
• Purchasing teacher aide and teacher time for intensive reading intervention	• \$ 150 000

Randal Smith
Principal
Mossman State School

Tony Cook
Director-General
Department of Education

* 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.



**Queensland
Government**