

# Investing for Success

Under this agreement for 2020  
Montville State School will receive

**\$43,936**

## This funding will be used to

Target	Measures
<p>Maintain the number of students in Year (Yr) 3 achieving at or above NAPLAN National Minimum Standards (NMS).</p> <p>Increase the number of students in NAPLAN Upper Two Bands (U2B) in Reading and Writing in 2020.</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ Students achieving in the U2B in;                   <ul style="list-style-type: none"> <li>Reading: Yr 3 - 70 %, Yr 5 - 40%</li> <li>Writing: Yr 3 - 35%, Yr 5 - 25%</li> </ul> </li> <li>○ 100% of students meet the NMS for Literacy in years 3 &amp; 5.</li> <li>○ 100% of staff developing individualised writing goals that reflect the Literacy Continuum and Montville Writing Framework.</li> </ul> </li> </ul>
<p>Improve teaching staff capability through focussed coaching, professional development and collaborative planning.</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ Teachers to develop an increased understanding of the Australian Curriculum demands in Reading and Writing through professional development coaching and feedback.</li> <li>○ 100% of classroom teachers involved in Gradual Release model in reading and writing.</li> <li>○ 100% of teachers participating in facilitated planning and moderation sessions.</li> <li>○ 100% of staff participating in APR process aligned to the Explicit Improvement Agenda.</li> <li>○ 100% of classroom teachers will moderate within and across schools focussing on pre and post moderation</li> <li>○ 100% of teachers' classroom environments utilised as the "Third teacher" and include a "bump it up wall" to enhance student learning</li> </ul> </li> </ul>



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## Our initiatives include

Initiative	Evidence-base
Building teachers capacity to understand the demands of the Australian Curriculum facilitated by Regional support.	<ul style="list-style-type: none"> <li>Walpole, S &amp; McKenna, M 2017, How to Plan Differentiated Reading Instruction, New York, The Guildford Press.</li> </ul>
Teachers working within and across schools to pre and post moderate units of work. All students will have differentiated reading and writing goals that will be tracked.	<ul style="list-style-type: none"> <li>Lynn Sharrett (2019 ) Clarity</li> <li>Hattie (2016) Visible Learning for Teachers</li> </ul>

## Our school will improve student outcomes by

Action	Costs
Providing 18 days Teacher Relief Scheme to provide teachers with facilitated planning and pre and post moderation sessions each term, to increase understanding of Australian Curriculum English.	\$ 8 000
Increasing Learning Support teacher aide allocation to assist in the delivery of support and extension of identified students.	\$ 15 936
Providing intervention support by purchasing additional teacher aide time to deliver Daily Rapid Reading Program to identified students.	\$ 20 000



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