

Investing for Success

Under this agreement for 2019
Montville State School will receive

\$43 496*

This funding will be used to

Target	Measures
1. Maintain the number of students in Year 3 achieving at or above National Minimum Standard and increase the number of students achieving results in the U2B in Reading and Writing in 2019.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ Students achieving in the Upper Two Bands (U2B) to 50% in Reading and 25% in Writing. ○ 100% of students meet the National Minimum Standards (NMS) in literacy or have an Individual Curriculum Plan • Comparison: <ul style="list-style-type: none"> ○ English A-E and NAPLAN Reading data from Similar Queensland State Schools (SQSS). ○ Student feedback and work samples ○ Movement on P-10 Literacy continuum ○ English A – E data ○ Annual Performance Review (APR) process data.
2. Maintain the number of students in Year 5 achieving at or above National Minimum Standard and increase the number of students achieving results in the U2B in Reading and Writing in 2019.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ students achieving in the U2B to 40% in Reading and 25% in Writing. ○ 100% of students meet NMS in literacy or have an Individual Curriculum Plan • Comparison: <ul style="list-style-type: none"> ○ English A-E and NAPLAN Reading NMS data from Similar Queensland State Schools (SQSS). • Monitoring: <ul style="list-style-type: none"> ○ Teacher planning documents and lesson observations ○ Student feedback and work samples ○ Movement on P-10 Literacy continuum ○ English A – E data ○ Annual Performance Review (APR) process data.
3. Improve teaching staff capability through focussed coaching, professional development and collaborative planning.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ Teachers to develop an increased understanding of the Australian Curriculum demands in Reading and Writing through professional development coaching and feedback. ○ 100% of classroom teachers involved in GRR model in reading and writing. ○ 100% of teachers participating in facilitated planning and moderation sessions with Regional HOD - Curriculum ○ 100% of staff participating in APR process aligned to the EIA.

* 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.



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Our initiatives include

Initiative	Evidence-base
Build teachers capacity to understand the demands of the Australian Curriculum by utilising Regional PA-TL (Principal Advisor- Teaching and Learning)	<ul style="list-style-type: none"> Walpole, S & McKenna, M 2017, How to Plan Differentiated Reading Instruction, New York, The Guildford Press.
Coordinated coaching and Feedback processes.	<ul style="list-style-type: none"> Sharratt, L, & Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, USA

Our school will improve student outcomes by

1.

Actions	Costs
Providing targeted professional learning supported by planning, modelling, observation and feedback processes by the Regional HOD - Curriculum	\$ 8000
Providing teachers with facilitated planning pre/post moderation sessions each term to increase understanding of Australian Curriculum English.	\$ 8000

2.

Actions	Costs
Increasing Learning Support Teacher allocation to co-ordinate support and extension of identified students.	\$11 496

3.

Actions	Costs
Providing intervention support by employing additional teacher aide time to deliver Daily Rapid Reading Programme to identified students.	\$16 000


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 Montville State School


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 Director-General
 Department of Education

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