Investing for Success

Under this agreement for 2021
Morayfield Primary School will receive

$432,013*

This funding will be used to

- Embed a whole school approach to reading with a focus on the big six and school based data (Oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension).
- Increase the percentage of students from P-6 meeting regional benchmarks in reading from 46% to 90%.
- Increase the percentage of students from P-6 achieving an 'A/B' standard in English from 38% to 50%.
- Improve teacher capabilities of the Australian Curriculum and their learners through focused professional development to improve student performance in data analysis and pedagogical practices (reading and the Australian Curriculum).

Our initiatives include

- Embed across whole school a consistent four day a week reading block in each classroom – explicit teaching of reading to be delivered in small groups by teachers and teacher aides four times a week (oral language and vocabulary focus).
  *(Anita Archer & Charles Hughes Explicit Instruction: **Teach in groups as much as possible**. Teaching students in large and small groups increases both ALT and the amount of instruction for each student, as compared to other instructional arrangements such as one-to-one instruction or seatwork, Effect Size, Practice 0.71, Repeated reading programs 0.67, Direct instruction – 0.59, Worked examples – 0.57)*

- Build a collaborative approach to collecting and discussing student data with a focus on individual student needs with teachers (data conversations with leadership team) and students (teachers with students).
  (Lyn Sharatt, Putting Faces on the Data: has a focussed approach on human – emotional connection. What excites and motivates humans and teachers more so is emotional connections to other humans with respect to current life situations. Data Walls ensure that every student within the school is tracked – this shifts the conversation of teachers from 'my students in 'my' classroom to 'our' students' in 'our' school – which shifts the motivation of improving 'my' practice to improving 'our' practice. Effect size: Self-reported grades/student expectaions 1.44, response to intervention 1.07, Teacher clarity 0.75)

- Continue to build the teachers' knowledge of the Australian Curriculum through pedagogical practices (explicit teaching and Age Appropriate pedagogies) and identifying the needs of their learners.
  (Anita Archer & Charles Hughes Explicit Instruction: Structure has proven to clearly show students what to do and how to do it. The teacher decides on learning intentions and success criteria, makes them transparent to students, and demonstrates them by modelling. In addition, the teacher checks for understanding, and at the end of each lesson revisits what the lesson has covered and ties it all together. Effect size: Piagetian programs 1.28, Teacher clarity – 0.75)

- Ensure the implementation of whole school approaches in the explicit teaching of literacy and numeracy through classroom observations, coaching and feedback and targeted professional development.
  (Building the capacity of teachers is an investment in the 'professional capital' of staff (Fullan & Hargreaves, 2012) and one that revives teachers and the quality of teaching in a school)
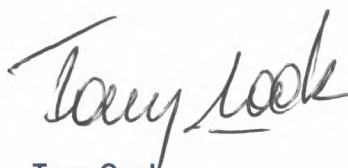
Queensland Government

Our school will improve student outcomes by

Employ a skilled Speech Therapist to coordinate and upskill teachers and teacher aides on the delivery of oral language and phonemic awareness in the early years – both in whole class and small group settings	$51,645
Providing targeted professional development to engage teachers in unpacking student data and developing an understanding of reading across the Australian Curriculum	$53,760
Employing a DP and HOC to work with teachers on their pedagogy and release teachers to coach and observe practices to enhance their capability and ensure a consistent approach to explicit instruction	$256,926
Engaging teacher aides to target explicit teaching of students in reading and oral language to increase the number of students meeting regional/national benchmarks	$69,682

Russell Thompson
Principal
Morayfield Primary School

Tony Cook
Director-General
Department of Education

Queensland Government