Investing for Success

Under this agreement for 2020
Morayfield Primary School will receive

$401, 494*

This funding will be used to

- ✓ Embed a whole school approach to reading with a focus on the 'big six' (Oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension) and school based data
- ✓ Increase the percentage of Prep – Year 6 (P-6) students meeting benchmarks in reading from 57% to 90%
- ✓ Increase the percentage of P-6 students achieving an 'A-B' standard in English from 38% to 50%
- ✓ Increase the percentage of Year 3 students meeting NAPLAN National Minimum Standards (NMS) in Reading from 90.5% to 95%,
  Increase the percentage of year 5 students meeting the NMS in reading from 82.6% to 90%
- ✓ Improve teacher capability through focused professional development to improve student performance through pedagogical practices (reading and spelling) and data analysis

Our initiatives include

- ✓ Embedding 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 in Prep and Year One)
  (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)*
- ✓ Building a collaborative approach to collecting and discussing student data with a focus on individual student needs with teachers (data conversations with admin) and students (teachers with students)
  (Lyn Sharatt, Putting Faces on the Data: has a focused 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 expectations 1.44, response to intervention 1.07, Teacher clarity 0.75)
- ✓ Continuing 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)

Queensland Government

✓ Ensuring 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)

Our school will improve student outcomes by

- Employing a skilled Speech Language Pathologist to coordinate and upskill teachers and teacher aides on the delivery of oral language and phonemic awareness in the early years (P-2) – both in whole class and small group settings

$ 62 179

- Providing targeted reading and spelling resources and professional development to engage teachers in the explicit teaching of reading and spelling skills leading to improved student outcomes

$ 71 023

- Employing a Deputy Principal and Head of Curriculum 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

$268 292

Russell Thompson
Principal
Morayfield Primary School

Tony Cook
Director-General
Department of Education