

Investing for Success

**Under this agreement for 2022
Eulo State School will receive**

\$10, 800*

This funding will be used to

Target

To improve student outcomes in reading and spelling, by using small learning groups and evidence-based teaching strategies, which aligns with Eulo State School's 2019-2022 Strategic Plan and 2022 Annual Improvement Plan.

Measures

Baseline	Comparison	Monitoring
End of year 2021 Promoting Literacy Development (PLD) data End of year Dibels data 2019-2021 A-E results English Literacy Continuum	End of year 2022 PLD data End of Year 2022 Dibels data 2022 English A-E data	Prep – Year 10 Literacy Continua Term 1 and Term 2 Dibels data Australian Standardised Spelling (ASS) test results Semester 1 and 2 English results Term 1, 2, 3, PLD data

Our initiatives include

Employment of a 1.0FTE teacher (I4S and additional school funding) to enable equitable and strategic groups to be formed

- Provide a maximum of 6 groups to be formed between Kindy – Year 6 so that students can be explicitly taught using age appropriate strategies in spelling/reading ability groups.

Teacher and Teacher Aide evidence based professional development on synthetic phonics and classroom strategies that support and improve student learning in Spelling and Reading.

- Promoting Literacy Development (PLD) training (teachers and TAs)
- Implementing effective teaching routines and strategies (teachers, and then shared with TAs)
- Continue to embed Age Appropriate Pedagogies

Structured, systematic and explicit daily routines to teach spelling and reading across K-Yr 6 with students working in developmentally appropriate groups.

- Use PLD assessment data to create 3 groups in each classroom (K-2 and Yr 3-6)
- Use systematic and explicit routines to teach spelling and reading
- Monitor individual students on a term by term basis, and compare data from end of year standardised assessments for spelling and reading (ASS and Dibels)



Research

Fisher, D, Frey, N, Hattie, J (2016) *Visible Learning for Literacy: Implementing the Practises That Work Best to Accelerate Student Learning*, Corwin, California, USA

Fluckiger, Prof B, Dunn, Assoc Prof J, Wheeley Dr. E, *Age-appropriate pedagogies for the early years of schooling Foundation Paper*, Department of Education and Training

Lemov, Doug (2021) *Teach Like a Champion 3.0*, Jossey-Bass, A Wiley Imprint, Hoboken, NJ

Queensland Government (2019) *Inclusive Education Policy Statement*,
www.qld.gov.au/inclusiveeducation

Stone, L. (2019) *Reading for Life: High Quality Literacy Instruction for All*, Routledge, New York.

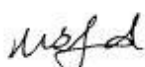
Stone, L, (2021) *Spelling for Life: Uncovering the Simplicity and Science of Spelling*, Routledge, New York.

Stuart, M and Stainthorp, R (2016) *Reading Development and Teaching*, Sage Publications, London.

Rigg, D, (2021) Promoting Literacy Development – PLD, <https://pld-literacy.org>, e, Western Australia.

Our school will improve student outcomes by

Action	Cost
Purchase of 20 hours/week additional teaching time	\$10 800 (I4S) approx. 1.5 terms Additional costs covered by other cost centres for remainder of year
PDL staff training and resources – 9.5 hours/teacher; 2 hours/TA	\$2138.31 covered by other cost centres
Teach Like a Champion Professional Development (2 teachers)	\$450 covered by other cost centres



Michelle Beresford
Principal
Eulo State School



Michael De'Ath
Director-General
Department of Education



**Queensland
Government**