

# Investing for Success

Under this agreement for 2018

Brightwater State School will receive

**\$292, 097\***

This funding will be used to

## Improved outcomes for all students:

- Maintain the percentage of students in Yr 3 and Yr 5 meeting the National Minimum Standard at 98%.
- Increase the percentage of students in Yr 3 achieving in the Upper 2 Bands in Reading to 50 % and Writing to 55%
- Increase the percentage of students in Yr 5 achieving in the Upper 2 Bands in Reading to 45% and Writing to 20%
- Increase the percentage of students in Yr 3 achieving the Upper 2 Bands in Numeracy to 50% and Yr 5 to 35%
- Maintain our school mean comparison with Similar Qld State Schools as "S" (similar) rating.
- Maintain the % of students achieving in the Upper 2 Bands for NAPLAN as "S" (similar) when compared to 'like schools'.
- Increase and maintain the school's My School ACARA comparison results to 'Close to' (CT).
- Continue to decrease the achievement gap between indigenous and non-indigenous students at National Minimum Standard.
- Continue to decrease the gap between male and female students for Yr 5 NAPLAN
- Increase the percentage of Prep – Yr 2 students achieving reading benchmark targets at the end of Semester 2.

## Our initiatives include

Improvement Initiatives	Success Indicators
<b>Building teacher capability through:</b> <ul style="list-style-type: none"> <li>✓ Collaborative planning</li> <li>✓ Observation, feedback and coaching process</li> <li>✓ Enact whole school Improvement Cycle process</li> <li>✓ Moderation across year levels, sectors and cluster schools.</li> <li>✓ Implementation of Team Leaders as coaches across year levels.</li> </ul>	<ol style="list-style-type: none"> <li>1. Staff design, implement and monitor differentiated teaching and assessment practices consistently within core subjects and across the school.</li> <li>2. Staff use data to determine student need and targeted responses.</li> <li>3. Staff judgement of student performance is aligned and consistent across year levels.</li> </ol> <p><b>Evidence Source:</b>            Sharratt, L, &amp; Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, US</p> <p>DuFour, R and DuFour, R 2012 The School Leader's Guide to Professional Learning Communities at Work Hawker Brownlow Education, Victoria.</p> <p>Walpole, S &amp; McKenna, M 2017, How to Plan Differentiated Reading Instruction, New York, The Guildford Press.</p>
<b>Targeted Intervention:</b> <ul style="list-style-type: none"> <li>✓ Implement <b>Reading Recovery Booster program</b> for students requiring additional support in Early Years by employing 0.4 FTE specialist teacher.</li> <li>✓ Increased Teacher Aide allocation in order to provide focused and intensive teaching via <b>specialised intervention programming</b> such as Multi-lit and Mini-lit.</li> <li>✓ Increase scope of student support by employing a <b>Speech Language Therapist</b> 1 day per week.</li> <li>✓ Increase scope of student support by employing an <b>Occupational Therapist</b> 1 day per week.</li> </ul>	<ol style="list-style-type: none"> <li>1. Students in Yr 2 and Yr 3 are achieving at and above benchmark targets in reading.</li> <li>2. % Yr 3 students achieving at and above NMS in reading is increased.</li> </ol> <p><b>Evidence Source:</b>            Sharratt, L, &amp; Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, US</p>
<b>Targeted Extension:</b> <ul style="list-style-type: none"> <li>✓ Implement '<b>Master Class</b>' extension program for students who could potentially achieve in U2B in Reading and</li> </ul>	<ol style="list-style-type: none"> <li>1. Increased % of students achieving in U2B in Reading, Writing and Number.</li> </ol>


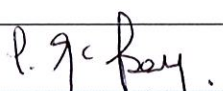
\* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



**Queensland  
Government**

Number. ✓ Create Apex Teacher position to design, implement, assess and monitor programs and student data for high achieving students.	
<b>Early Years Transitions:</b> ✓ Implement Brigance pre-prep screener program to better understand these children's needs as they transition in to school. ✓ Provide education for parents of pre-Prep students to support the development of oral language and early literacy and numeracy skills at home via the establishment of a school playgroup.	1. Early identification of students at risk. 2. Increased confidence level from parents during transition phase. 3. Students transitioning successfully into school with decreased 'settling in' time. 4. Prep students achieving at and above end of Sem 1 benchmark targets.

### Our school will improve student outcomes by

Action	Approximate Cost
Provide TRS to enable Year level teams and specialist teachers to engage in collaborative planning and data analysis. Incl specialist teachers (½ day planning, ½ day data per teacher per term 50 x 4 x \$450) *Staff release calculated on 50 staff (teachers + specialist teachers)	\$90 000
Employ Reading Recovery teacher 0.5 FTE and Apex extension teacher 0.5 FTE to increase the percentage of children achieving above a 'C' in English and in the U2B for NAPLAN.	\$58 000
Increase Teacher Aide hours for each Prep class to result in full-time T.As for Sem 1 & Sem 2.	\$45 000
Employ a speech language pathologist (0.2 FTE) to assess all Prep students and teacher-referred students in Years 1 and 2, develop structured oral language programs for implementation teacher aides, train teacher aides and parents and monitor student progress.	\$17 500
Employ an Occupational Therapist (0.2 FTE) to support early years sector and early years intervention programs such as Perceptual Motor Program.	\$15 500
Implement Early Years screener for pre-prep students. (Brigance)	\$3 000
Increase T.A hours for Multi-lit and Mini-lit program (purchase additional 15hours per week)	\$35 000
Playgroup establishment	\$8 000
Reading priority program resources	\$15 000
Boys in Education Priority program resources	\$5 097
Total	<b>\$292, 097</b>
<b>Signature:</b>  14.2.18 <b>Signature:</b> 	
<b>Principal Name: Robyn Taplin</b> <b>School Council Chair Name: Tracey Mcasey</b>	
<b>School: Brightwater State School</b> <b>School: Brightwater State School</b>	

\* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



**Queensland  
Government**