

Investing for Success

Under this agreement for 2022

Brightwater State School will receive

\$273, 854

This funding will be used to

Improve outcomes for all students:

- 95% students in every year level achieve a 'C' or above for English and Maths
- 60% students in every year level achieve above a 'C' (A or B) for English
- The % of students in every year level achieving below a 'C' in English is 3% or less
- Increase the percentage of students on ICPs achieving a 'C' in English and Maths.

Our initiatives include

| Improvement Initiatives | Success Indicators |
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| <p>High Impact Strategies for Building Staff Capability:</p> <ul style="list-style-type: none"> ✓ Moderation across year levels, sectors and cluster schools. ✓ Collaborative planning for differentiated and targeted teaching in response to student data ✓ Observation, feedback and coaching process ✓ Pedagogy Coach to scan, plan, deliver, assess and refine a targeted, scheduled, strategic approach to staff capability building in order to build capability in High Impact Teaching Strategies (H.I.T.S) across core learning areas. ✓ Implement and build staff capability in the following Lyn Sharratt strategies providing precision for our school improvement work: <ol style="list-style-type: none"> 1. Case management – Data walls and case management meetings (Famous Faces/Marker Students) 2. Collaborative assessment of student work via Professional Learning Teams 3. Visible learning in classrooms – learning walls & success criteria (Bump it up) 4. Learning Walks & Talks – school leaders and staff (5 Student questions) | <ol style="list-style-type: none"> 1. Staff use data to determine student need, inform targeted responses and track progress 2. Staff judgement of student achievement is aligned and consistent across year levels. 3. Staff plan, implement and monitor H.I.T.S and assessment practices consistently across core subjects. 4. Collective accountability for student outcomes is developed across sectors and teams via co-construction of Data Walls. <p>Evidence Source:</p> <ul style="list-style-type: none"> ➤ Sharratt, L, Clarity ➤ Sharratt, L, & Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, US ➤ Victorian Education Department – High Impact Teaching Strategies |
| <p>High Impact Strategies resulting in all students achieving a 'C' or better in English and Maths.</p> <ul style="list-style-type: none"> ✓ Further develop Line of Sight – Case Management (Famous Faces to Data Wall marker students) ✓ Further enhance 'Wrap' support model to build team capability for co-planning and co-teaching. ✓ Increase scope of student support via additional allocation of: Occupational Therapist x 1 day week. ✓ Develop staff capability to support successful transition into school. | <ol style="list-style-type: none"> 1. All students demonstrate a minimum of one year's progress in core subjects this year. 2. Increased levels of student attendance and classroom engagement. 3. Decrease in number of major behaviour incidents occurring in the first 2 weeks of term. 4. Increased % of students achieving a 'C' or above in English and Maths. 5. Decreased % of students achieving a 'D' or below in English and Maths. <p>Evidence Source:</p> <ul style="list-style-type: none"> ➤ Sharratt, L, Clarity What Matters Most in Learning, Teaching and Leading, 2019 |
| <p>High Impact Strategies in the Early Years:</p> | <ol style="list-style-type: none"> 1. Students transitioning successfully into school with decreased 'settling in' time and increased engagement in learning progress. 2. Early identification and intervention for students at risk. |



**Queensland
Government**

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| <ul style="list-style-type: none"> ✓ Implement precise and consistent strategies for Early Years' literacy planning and teaching. Implementing H.I.T.S for Reading in Prep and Year 1 as a focus. ✓ Continue to build community support, understanding and capability to ensure children have a successful transition into school via Brightwater SS Playgroup – Little Stars. ✓ Continue the intentional collaboration work of the Early Years Governance Group to harness the power of alignment and support between school and external partners. | <ul style="list-style-type: none"> 3. Increased confidence level from parents during transition phase. 4. 95% of Prep-2 students achieving 'C' or better in English and Maths. |
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Our school will improve student outcomes by

| Action | Approximate Cost |
|---|-------------------------|
| Providing Occupational Therapist (0.2 FTE) support with a focus on the early years sector and intervention programs such as Perceptual Motor Program. | \$26 000 |
| Providing a Teaching & Learning Coach 1.0 FTE for ongoing, consistent and responsive staff capability building. | \$136 000 |
| Providing teacher release days to facilitate capability building specifically related to analysis of student data, 3 phase moderation and targeted response through assessment modification, lesson modification and planned differentiation. | \$65 854 |
| Supporting early years transition, early intervention and parent engagement through further development of 'Little Stars' playgroup launched in 2020. Playgroup Teacher 0.2 FTE \$20 000 Playgroup resourcing needs: \$6 000 | \$26 000 |
| Additional teacher aide hours supporting Wrap model (10hrs / week x 48 weeks) | \$20 000 |
| | Total: \$273 854 |



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