

# Investing for Success

Under this agreement for 2019  
Brightwater State School will receive

**\$298,305**

## This funding will be used to

### Improve outcomes for all students:

- Maintain the percentage of students meeting the National Minimum Standard at 98%.
- Increase the percentage of students in Yr 3 achieving in the Upper 2 Bands: Reading = 50 %, Writing = 55%, Numeracy = 50%
- Increase the percentage of students in Yr 5 achieving in the Upper 2 Bands: Reading = 45%, Writing = 20%, Numeracy = 35%
- Maintain our school mean comparison with Similar Qld State Schools as "S" (similar) rating.
- Increase the percentage of Prep – Yr 2 students achieving reading benchmark targets at the end of Semester 2.
- Increase the percentage of students achieving a 'C' or above in English and Maths.
- Increase the percentage of students on ICPs achieving a 'C' in English and Maths.

## Our initiatives include

Improvement Initiatives	Success Indicators
<p><b>Building Teacher Capability:</b></p> <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 Improvement Champions as leaders and coaches of best practice across year levels.</li> </ul>	<ol style="list-style-type: none"> <li>1. Staff plan, implement and monitor differentiated teaching and assessment practices consistently within core subjects.</li> <li>2. Staff use data to determine student need, inform targeted responses and track progress.</li> <li>3. Staff judgement of student achievement is aligned and consistent across year levels.</li> </ol> <p><b>Evidence Source:</b></p> <ul style="list-style-type: none"> <li>➤ Sharratt, L, &amp; Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, US</li> <li>➤ DuFour, R and DuFour, R 2012 The School Leader's Guide to Professional Learning Communities at Work Hawker Brownlow Education, Victoria.</li> <li>➤ Walpole, S &amp; McKenna, M 2017, How to Plan Differentiated Reading Instruction, New York, The Guildford Press.</li> </ul>
<p><b>Targeted Intervention:</b></p> <ul style="list-style-type: none"> <li>✓ Implement <b>Reading Recovery Booster program</b> for students requiring additional support in Early Years by creating 0.5 FTE specialist teacher position.</li> <li>✓ Increased Teacher Aide allocation in order to support <b>specialised intervention programs</b> such as MiniLit and MacqLit.</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 1, Yr 2 and Yr 3 are achieving at and above benchmark targets in reading.</li> <li>2. Increased % Yr 3 students achieving at and above NMS in reading.</li> <li>3. Decrease in the number of Early Years students achieving an 'E' or 'D' in English.</li> </ol> <p><b>Evidence Source:</b></p> <ul style="list-style-type: none"> <li>➤ Sharratt, L, &amp; Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, US</li> </ul>
<p><b>Targeted Extension:</b></p> <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 Number.</li> <li>✓ Create Apex Teacher position to design, implement, assess and monitor programs and student progress for high achieving students.</li> </ul>	<ol style="list-style-type: none"> <li>1. Increased % of students achieving in U2B in Reading, Writing and Number.</li> <li>2. Increased % of students achieving above 'C' in English and Maths.</li> </ol>


\* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



<p><b>Early Years Transitions:</b></p> <ul style="list-style-type: none"> <li>✓ Implement Brigance pre-prep screener program to better understand these children's needs as they transition in to school.</li> <li>✓ Provide education for parents of pre-Prep students to support the development of oral language and early literacy and numeracy skills at home.</li> </ul>	<ol style="list-style-type: none"> <li>1. Early identification and intervention for students at risk.</li> <li>2. Increased confidence level from parents during transition phase.</li> <li>3. Students transitioning successfully into school with decreased 'settling in' time.</li> <li>4. Prep students achieving at and above end of Sem 1 benchmark targets.</li> </ol>
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### 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. (1 day 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.	\$117 000
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 by teacher aides and parents.	\$22 000
Employ an Occupational Therapist (0.2 FTE) to support early years sector and early years intervention programs such as Perceptual Motor Program.	\$16 000
Increase T.A hours for Mini-lit and MacqLit program (purchase additional 15 hours per week)	\$26 653
Increase T.A. hours for Early Years Literacy Support (purchase additional 15 hours per week)	\$26 652
<b>Total</b>	<b>\$298, 305</b>

 20.2.19  
 Robyn Taplin  
**Principal name**  
 Principal  
 School

  
 Tracey Mcasey  
**School council chair name**  
 School council chair  
 School

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