

Investing for Success

Under this agreement for 2019
Bundaberg North State School will receive

\$219,857*

This funding will be used to

TARGET	MEASURES
<p>1. Increase the number of students in Yrs 2/3/4 achieving C or better in English and Maths to 80% by 2020</p>	<p>BASELINE/ENDPOINT</p> <ul style="list-style-type: none"> English/Maths %C or better Semester 1 (2019) English/Maths %C or better Semester 2 (2019) English/Maths %C or better Semester 1 (2020) English/Maths %C or better Semester 1 (2020) <p>COMPARISON</p> <ul style="list-style-type: none"> North Coast Region Show Me's for Years 2-4 and Reading Check-Up assessment for Year 3 and Year 4 PM Benchmark and Probe Assessments National Assessment Program – Literacy and Numeracy (NAPLAN) Data from Similar Queensland State Schools (SQSS) in area of Reading/Writing/Spelling/Grammar & Punctuation and Numeracy <p>MONITORING</p> <ul style="list-style-type: none"> Students identified from 2018 who did not achieve a C Analyse Improvement/Achievement Matrix to highlight the progress of those students Teacher planning documents and Instructional Rounds Student Feedback and work samples Professional Learning Community Discussions Spotlight on Student Collegial Meetings
<p>2. Close the Gap in Reading achievement of Yr 2 (2019) and Yr 4 (2019) Aboriginal and Torres Strait Islander students by 2020</p>	<p>BASELINE/ENDPOINT</p> <ul style="list-style-type: none"> A – E English data Semester 2 2018 Year 1 & 3 A – E English Data Semester 1 & 2 - 2019 A – E English Data Semester 1 & 2 – 2020 NAPLAN Data Yr 3 & 5 Reading – 2020 <p>COMPARISON</p> <ul style="list-style-type: none"> English A-E and NAPLAN Reading National Minimum Standard (NMS) data from Similar Queensland State Schools (SQSS) <p>MONITORING</p> <ul style="list-style-type: none"> Yr 1, 2 and Yr 3 Aboriginal and Torres Strait Islander Students who did not achieve a C or better in English in 2018 Analyse Improvement/Achievement matrix to highlight progress of students Teacher planning documents and Instructional Rounds Student Feedback and work samples Professional Learning Community Discussions Spotlight on Student Collegial Meetings

* 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.



**Queensland
Government**

Our initiatives include

INITIATIVE	EVIDENCE-BASE
<p>1. Establish effective school process for accountability and monitoring of students performance including</p> <ul style="list-style-type: none"> • Data Walls • Spotlight on Student Cohort Meetings • Inclusion teachers to support curriculum development and assessment • Professional Learning Communities 	<ul style="list-style-type: none"> • Peter Sullivan and Pat Lilburn, Open Ended Maths Activities, Using good questions to enhance learning in Mathematics, Oxford Press 1994 • Robert Marzano and Julia Sims, Coaching Classroom Instruction, Grow Reality Options Will (GROW) Model, Hawker & Brownlow 2013 • Karen Harris and Steve Graham, Explicit Instruction, Effective and Efficient Teaching, The Guilford Press 2011 • Sharratt, L, & Fullan M, 2012 Putting FACES on the Data: What Great Leaders Do!, Corwin, California, USA
<p>2. Establish culturally responsive school case management approaches to Indigenous students' reading achievement by building teacher capability</p> <ul style="list-style-type: none"> • Identifying reading and writing demands of the Australian Curriculum and utilising pre and post moderation to develop explicit strategies/skills to ensure all students are achieving to capacity • Implementing Daily Rapid Reading for those students who are achieving a D/E level in Reading • Utilising Data to inform differentiated teaching and learning of language and reading • Ensure sufficient resources are available that are culturally appropriate and relevant for Aboriginal and Torres Strait Islander students 	<ul style="list-style-type: none"> • Angelo, D 2013 "Identification and assessment contexts of Aboriginal and Torres Strait Islander learners of Standard Australian English (SAE) Language Testing and Assessment • Sharratt, L, & Fullan M, 2012 Putting FACES on the Data: What Great Leaders Do!, Corwin, California, USA

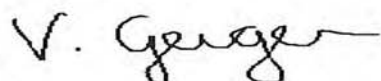
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Our school will improve student outcomes by

1.ACTIONS	COSTS
Provide targeted professional learning supported by planning, modelling, observation and coach/feedback process in the areas of Literacy and Numeracy, attend relevant Professional Development to enhance teacher capability	TRS - \$60 000 Resources/PD - \$10 000
Develop case-management approach, led by Head of Curriculum, Success Coach and Inclusion Teachers	Success Coach - \$90 000

2.ACTIONS	COSTS
Establish Spotlight on Students (SOS) meetings to effectively case manage students and monitor progress	TRS - \$20 000
Employ additional human resources to implement Daily Rapid Reading and in class support for students	Teacher-Aide - \$30 000
Purchase culturally appropriate resources to complement unit of work from the Australian Curriculum	Resources - \$4857
Employ Speech Pathologist to screen all Prep/Year 1/ Year 2 students and develop programs if required	Wages - \$5000



Veronica Geiger
Principal – Bundaberg North State
School



Tony Cook
Director-General
Department of Education

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