

Investing for Success

**Under this agreement for 2018
Bellmere State School will receive**

\$269,865*

This funding will be used to

Target	Measures
<p>1. Students in Years 3 and 5 will achieve similar or above to like schools in Reading by 2019.</p>	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ English %C or better, Sem 1 (2018) ○ English %C or better, Sem 2 (2018) ○ English %C or better, Sem 1 (2019) ○ English %C or better, Sem 2 (2019) ○ Year 3 & 5 NAPLAN Reading NMS data (2019). ○ Fountas & Pinnell levels • Comparison: <ul style="list-style-type: none"> ○ English A-E and NAPLAN Reading NMS data from Similar Queensland State Schools (SQSS). • Monitoring: <ul style="list-style-type: none"> ○ Indigenous and Kids in Care progress – Closing the Gap ○ Teacher planning documents and lesson observations/feedback for guided reading program ○ PLT fortnightly collaborative sessions and sharing of evidence ○ Student feedback and work samples ○ Movement on Literacy continuum ○ English A – E data ○ Annual Performance Review (APR) process data.
<p>2. Reduce the number of incidents of early year's (P-2) students unable to engage at school due to social and emotional, attendance and developmental conditions.</p>	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ OneSchool behaviour data ○ Early Start data : Sem 1 2018 to Sem 1 2019 ○ Literacy continuum: Sem 2 2018 to Sem 2 2019 ○ English A – E, Sem 2 2018 to Sem 2 2019 ○ Norm-referenced diagnostic assessments Sem 2 2018 to Sem 2 2019. ○ Attendance, school disciplinary absences, functional behaviour assessments • Comparison: <ul style="list-style-type: none"> ○ distance travelled compared historically (by student) for same length of teaching time (1 year) ○ reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain. ○ Early Start data from beginning of Prep to beginning of Year 1 • Monitoring: <ul style="list-style-type: none"> ○ Staff feedback on relevance and impact of professional learning

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

Investing for Success

- Student engagement and behaviour monitored as new teaching strategies applied
- Literacy continuum monitoring
- Case management records
- Student work samples.

Our initiatives include

Initiative	Evidence-base
<p>1. Establish responsive school approaches to the teaching of reading by:</p> <ul style="list-style-type: none"> • developing a whole school approach to teaching reading to support the teaching of reading across all learning areas • developing a shared understanding of 'data literacy' and support teachers and leadership teams to effectively use data to inform targeted teaching in reading • facilitating the organisation and support of action learning cycles to identify and verify the effectiveness of strategies in reading currently in use (PLT processes) • developing teachers' capability to embed feedback in the teaching and learning cycle 	<ul style="list-style-type: none"> • Stuart, M and Stainthorp, R 2015, Reading Development and Teaching. Sage, London. • Sharratt, L, & Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, US • DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i> Hawker Brownlow Education, Victoria. • Walpole, S & McKenna, M 2017, <i>How to Plan Differentiated Reading Instruction</i>, New York, The Guildford Press
<p>2. Establish effective school processes and support, including establishing case management of individual students and families to provide 'wrap-around' support to engage students at school by:</p> <ul style="list-style-type: none"> • developing a network of local early childhood centres and kindergartens to enhance knowledge of on-entry to Prep expectations and to assist in a smooth transition of children into Prep and Year 1 • develop teachers' capability to design and deliver age-appropriate highly individualised curriculum plans to students using the general capabilities of the Australian Curriculum • provide education for parents of pre-Prep students to support the development of oral 	<ul style="list-style-type: none"> • PBS program • Early Years Guidelines

Investing for Success


<p>language and early literacy and numeracy skills at home</p> <ul style="list-style-type: none"> • develop a plan for monitoring early phase literacy and numeracy, including the schedule of Early Start assessments, opportunities for professional conversations regarding student progress and strategies for intervention • strengthen the case management approach to students and families who are not engaging in school • provide professional development for teachers and school leaders to increase capability to initiate and implement innovative practices in behaviour modification 	
---	--

Our school will improve student outcomes by

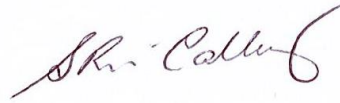
1. Actions	Costs
Increasing teacher aide support during reading group rotations by introducing a program called 'Flying Squads'.	\$144,865
Providing targeted professional upskilling of teacher aides to provide rigorous and intentional reading support	
Providing flexible release time to enable year level teachers/leaders to engage in collaborative data inquiry, action learning, classroom visits and professional conversations	School Support Funding
Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning.	

2. Actions	Costs
Engaging the services of an Occupational Therapist to work with identified students and parents around learning and engagement and provide support to teachers around intervention corrective strategies	\$35,000
Engaging Behaviour Coach to work with the school community (students, teachers, parents) to increase student engagement by taking a proactive role in developing class teacher's skills, positive intervention plans and parent engagement.	\$90,000
Engaging Early Years Support Teacher to mentor/coach early year's teachers through the Early Years Curriculum, providing feedback, modelled lessons and intervention support.	School Support Funding

Investing for Success



Deb Lorroway
Principal
Bellmere State School



Sheree McCallum
School Council Chair
Bellmere State School