

Investing for Success

Under this agreement for 2020
Bloomsbury State School will receive

\$27,561*

This funding will be used to

Target	Measures
<p>1. Linking Literacy for Life-Long Learning– Developing literate learners for present and future success</p>	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ English 64%C or better whole school - 2018 ○ English 75%C or better whole school - 2019 ○ English 80%C or better whole school - 2020 ○ English 83%C or better whole school - 2021 • Comparison: <ul style="list-style-type: none"> ○ English A–E ○ Distance travelled compared historically (by student) for same length of teaching time (1 year) using Earlystart data • Monitoring: <ul style="list-style-type: none"> ○ English A–E data ○ Movement on Prep – Year 10 Literacy Continuum ○ Students are able to transfer their literacy learnings to real life purposes. ○ Teachers are able to identify the literacy demands across all learning areas. ○ Teaching team engage in Northern Highway Cluster planning and moderation with a focus on making the literacy demands visible.
<p>2. Mindfulness Matters – Embracing diversity and celebrating self and others</p>	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ English 64%C or better whole school - 2018 ○ English 75%C or better whole school - 2019 ○ English 80%C or better whole school - 2020 ○ English 83%C or better whole school - 2021 ○ > 93% whole school attendance ○ 12% attending < 85% attendance. • Comparison: <ul style="list-style-type: none"> ○ English A–E ○ Attendance compared historically (by student) for same length of time (1 year) • Monitoring: <ul style="list-style-type: none"> ○ Personalised learning plan monitoring and progress reporting at Curriculum meetings ○ Termly monitoring of attendance. ○ Termly monitoring of orange and red behaviour cards.



Our initiatives include

Initiative	Evidence-base
<p>1. Linking Literacy for Life-Long Learning– Developing literate learners for present and future success.</p> <ul style="list-style-type: none"> • Provide staff professional developing modelling, observation and feedback and coaching in unpacking the general capabilities of the Australian Curriculum (AC) and ways of implementation. • Continue curriculum meetings, student data meetings, literacy continuum progression, curriculum Guide to Making Judgements (GTMJ) understanding, differentiated groupings and learning goals to ensure clarity around next steps. • Document students’ literacy achievements on the Literacy Continuum on Oneschool to identify next steps for learning. 	<ul style="list-style-type: none"> • Sharratt, L 2018 <i>Clarity What Matters Most in Learning, Teaching and Leading</i> Corwin, Thousand Oaks, CA. • Hattie, J, <i>Visible Learning. A Synthesis of Over 800 Meta-Analyses Relating to Achievement</i> • Fisher, D, Frey, N and Hattie, J. <i>Visible Learning for Literacy. Implementing the Practices That Work Best to Accelerate Student Learning.</i> Corwin, Thousand Oaks, CA. • Australian Curriculum. • Literacy Continuum/Early Start.
<p>2. Mindfulness Matters – Embracing diversity and celebrating self and others.</p> <ul style="list-style-type: none"> • Refine and record process for Personalised Learning for identified students including reviewing and sharing data, having collaborative conversations and a shared understanding of goals and targets. • Review and continue pre prep transitions in term 4 – 4 sessions. • Review and continue year 6 transitions to high school – 3 days. 	<ul style="list-style-type: none"> • Sharratt, L 2018 <i>Clarity What Matters Most in Learning, Teaching and Leading</i> Corwin, Thousand Oaks, CA. • Hattie, J, <i>Visible Learning. A Synthesis of Over 800 Meta-Analyses Relating to Achievement.</i> • Fisher, D, Frey, N and Hattie, J. <i>Visible Learning for Literacy. Implementing the Practices That Work Best to Accelerate Student Learning.</i> • Australian Curriculum. • Literacy Continuum/Early Start. • Bernard, M, <i>You Can Do It Education.</i>



Our school will improve student outcomes by

1.

Actions	Costs
Curriculum leaders engage with professional learning communities to engage with regional expertise to action a school plan to improve reading ability.	\$4000
Professional learning communities engage in cluster and regional expertise to improve teacher ability through staff professional development modelling, observation and feedback and coaching in unpacking the general capabilities of the AC and ways of implementation.	\$4561
Provide support for responsive teaching based on analysis and discussion of personalised learning to enact plans for specific students on identified learning goals and next steps.	\$6500

2.

Actions	Costs
Teaching staff provide Personalised Learning support for identified students including reviewing and sharing data, having collaborative conversations, a shared understanding of goals and targets, providing professional development and enacting planning.	\$6500
Provide support to engage with pre Prep and Year 6 transition days.	\$1000
Professional learning communities engage professional development to improve expertise and engagement with student learning.	\$5000



Eliza Durnsford
Principal
Bloomsbury State School



Tony Cook
Director-General
Department of Education



**Queensland
Government**