

Investing for Success

Under this agreement for 2018
Bloomsbury State School will receive

\$31,993*

This funding will be used to

Target	Measures
1. Reading Inquiry - improve reading achievement for all students across the curriculum.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ Every student accessing a different year level curriculum (that is, with an Individual Curriculum Plan) will achieve a 'C' standard or better against the relevant year-level achievement standard in English and Mathematics. ○ Early Start data: Sem 2 2017 to Sem 2 2018. ○ 85% of Year 3 NAPLAN Reading U2B data (2019). ○ 37.5% of Year 3 NAPLAN Reading NMS data (2019). ○ 100% of Year 5 NAPLAN Reading NMS data (2019). ○ 15% of Year 5 NAPLAN Reading U2B data (2019). • Comparison: <ul style="list-style-type: none"> ○ Distance travelled compared historically (by student) for same length of teaching time (1 year) using Pat-R. ○ Distance travelled compared historically (by student) for same length of teaching time (1 year) using Early Start data. ○ Reading age/chronological age comparison using PM Benchmarks and PROSE. • Monitoring: <ul style="list-style-type: none"> ○ PM Benchmarks and PROSE benchmarks. ○ Movement on P-10 Literacy continuum. ○ English A – E data. ○ Staff feedback on relevance and impact of professional learning. ○ Student engagement and behaviour monitored as new teaching strategies applied.
2. Create a whole school and community culture of supporting students in attendance, engagement and behaviour.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ 93% or higher whole school attendance. ○ Less than 15% of students attending less than 85%. ○ 20% less orange and red behaviour cards issued compared to 2018. ○ Every student accessing a different year level curriculum (that is, with an Individual Curriculum Plan) will achieve a 'C' standard or better against the relevant year-level achievement standard in English and Mathematics. • Comparison: <ul style="list-style-type: none"> ○ Attendance compared historically (by student) for same length of time (1 year). ○ Comparison of orange and red behaviour cards issued from semester 1 2017 to semester 1 2018. • Monitoring: <ul style="list-style-type: none"> ○ Fortnightly monitoring of attendance. ○ Term monitoring of orange and red behaviour cards. ○ Student surveys on 'What is a good learner?' 'How do I learn best?'



Our initiatives include

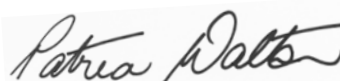
Initiative	Evidence-base
1. Establishing approaches to students' reading achievement by building teacher capability in: <ul style="list-style-type: none"> identifying the reading demands of the Australian Curriculum learning areas. using data to inform differentiated teaching and learning of reading. 	<ul style="list-style-type: none"> Hattie, J, Visible Learning. A Synthesis of Over 800 Meta-Analyses Relating to Achievement Sharratt, L and Fullan, M 2012 <i>Putting FACES on the data: What great leaders do!</i> Corwin, Thousand Oaks, CA. Australian Curriculum Literacy Continuum
2. Establishing effective school processes for attendance and behaviour, and establishing case management for "at risk" students.	<ul style="list-style-type: none"> Hattie, J, Visible Learning. A Synthesis of Over 800 Meta-Analyses Relating to Achievement Child Safety Commissioner, 2007, <i>Calmer Classrooms</i>, Victoria. Bernard, M, <i>You Can Do It Education</i>

Our school will improve student outcomes by the following actions:

1. All teaching staff to participate in the Visible Learning Plus professional development series – Foundation Day and Inside Series workshop.	PD \$4,500.00
Teaching staff to attend termly planning days, collaborating with HOC and PEAC to develop understanding around AC and to maintain external moderation processes to build teachers' professional networks.	TRS \$2000.00
Engage teachers to develop programs/materials to use in working with specific students on particular learning goals. Provide professional development to staff in gradually shifting responsibility to students, monitoring techniques and extending students' thinking.	\$19,889.96
Develop, resource and implement professional development and coaching to support teachers and teacher aides in data gathering, collation, analysis and use.	\$1,567.75
2. Continue to develop "School Pride" program to improve students' attendance, wellbeing and motivation.	TRS \$2,467.55
Develop, resource and implement professional development and coaching to support teachers and teacher aides in data gathering, collation, analysis and use.	\$1,567.74



Eliza Durnsford
Principal
Bloomsbury State School



Patrea Walton
A/Director-General
Department of Education

