

Investing for Success

Under this agreement for 2022
Bloomsbury State School will receive

\$24,108*

This funding will be used to

Target	Measures
1. Linking Literacy for Life-Long Learning– Developing literate learners for present and future success	<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 85%C or better whole school – 2021 English 90%C or better whole school - 2022 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 P-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.
2. Mindfulness Matters– Empowering students to be resilient, take ownership of their learning and recognise their impact on self and others	<ul style="list-style-type: none"> Baseline/endpoint: <ul style="list-style-type: none"> 100% Staff participating in Smiling Minds Curriculum Professional Development 100% School Opinion Survey (students) I feel accepted by other students at my school Comparison: <ul style="list-style-type: none"> Pre and post survey of student on Smiling Minds Attendance compared historically (by student) for same length of time (1 year) Monitoring: <ul style="list-style-type: none"> Personalised learning plan (School Pride) monitoring and progress reporting at Curriculum meetings Termly monitoring of attendance. Termly monitoring of orange and red behaviour cards.



Our initiatives include

<p>Initiative</p> <p>1. Linking Literacy for Life-Long Learning– Developing literate learners for present and future success</p> <ul style="list-style-type: none"> Engage learning walks and review next steps in curriculum meetings focusing on inclusion and pedagogy Engage in lesson observations to observe and be observed once per semester focusing on each staff members APDP and/or inclusion and pedagogy Build teacher capability and capacity to plan, teach, moderate and reflect on teaching of the Australian Curriculum Engage in rigorous conversations around the planning, teaching and implementation of the Australian Curriculum 	<p>Evidence-base</p> <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– Empowering students to be resilient, take ownership of their learning and recognise their impact on self and others</p> <ul style="list-style-type: none"> Engage with Headspace and Northern Australian Primary Health Network (NAPHN) to support upper primary students social/emotional health and wellbeing and transition into high school Engage with Smiling Mind training and develop an understanding of Science behind the program 	<ul style="list-style-type: none"> Smiling Mind, 2018, <i>Evidence Based Guidelines for Mindfulness in Schools</i> Australian Curriculum General Capabilities – Personal and Social Capability Bernard, M, <i>You Can Do It Education.</i>



Our school will improve student outcomes by

1. Actions	Costs
Professional learning communities engage in cluster and regional exercise to improve teacher ability through staff professional development modelling, observation and feedback and coaching in the AC and ways of implementation.	\$8 000 TRS
Principal and Middle Leader Leading Learning days	\$3 500 TRS
Increase bandwidth from 2 meg to 10 meg to support personalised and online learning	\$5 500

2. Actions	Costs
Teaching staff enact pre and post testing for OLEY program and Early Start to develop goals from data and provide additional support services	\$2 000 TRS
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. Professional development for NCCD training	\$3 500 TRS
Walk on Country to support upper primary students social/emotional health and wellbeing and transition	\$1 608



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