



Investing for Success

Under this agreement for 2020
Springbrook State School will receive

\$12, 357

This funding will be used to

- Continue to embed an inclusive approach (P-6) to writing through co-teaching and co-planning of targeted teaching plans;
- Increase the % of students in Year 3 & 5 achieving an U2B in Naplan Numeracy from 0% to 50%;
- Increase the % of students in Year 3 & 5 achieving an U2B in Naplan Spelling from 16% to 30%
- Increase the % of students in Year 3 & 5 achieving an U2B in Naplan Writing from 33% to 50%
- Increase the % of P-6 students in LOA achieving a C or above from 95% to 98% in Numeracy
- Increase the % of P-6 students in LOA achieving an A or B in numeracy from 50% to 60%
- Improve teacher capability in data analysis and targeted teaching plans through professional development and co-teaching and co-planning

Our initiatives include

- Use school internal monitoring to collect student performance data on spelling, reading, punctuation, grammar and numeracy to inform classroom planning, teaching and support plans;
- *(Every Student Succeeding, State School Strategy 2020-2024, Analyse student data regularly to monitor progress, guide teaching practices, and prompt early intervention)*
- Embed the whole school approach to the teaching of reading and writing – direct targeted teaching and learning to be delivered in small groups and whole group targeting oral language, rigorous reading and phonemic awareness (in the early years).
- Embed across whole school a consistent four day a week reading block in each classroom – guided reading instruction to be delivered in small groups by teachers and teacher aides four times a week (oral language in prep and year one);
- *(Anita Archer & Charles Hughes Explicit Instruction: **Teach in groups as much as possible**. Teaching students in large and small groups increases both ALT and the amount of instruction for each student, as compared to other instructional arrangements such as one-to-one instruction or seatwork)*
- Ensure the implementation of whole school approaches in the explicit teaching of literacy and numeracy through co-teaching and co-planning writing workshops, classroom observations, coaching and feedback and targeted professional development.
- *(Building the capacity of teachers is an investment in the 'professional capital' of staff (Fullan & Hargreaves, 2012) and one that revives teachers and the quality of teaching in a school)*

Our school will improve student outcomes by

- Engaging additional teacher aide time to target the explicit teaching of numeracy **\$6,848**
- The use of TRS days for teaching staff to participate in whole school data analysis, co-planning and co-teaching of literacy and numeracy. **\$3704**
- The use of targeted professional development for all school staff in literacy and numeracy **\$1805**

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**Queensland
Government**