



Investing for Success

Under this agreement for 2019

Springbrook State School will receive

This funding will be used to

- Embed an inclusive approach (P-6) to writing through co-teaching and co-planning of targeted teaching plans;
- Increase the percentage of students from P-6 achieving an U2B in LOA and Naplan Writing from 14% to 30%;
- Increase the % of Year 3 students above the National Minimum Standard (NMS) in Writing from 40% to 80%, increase the percentage of Year 5 students meeting/above the NMS in writing from 0% to 80%;
- Improve teacher capability in data analysis and targeted teaching plans through professional development and co-teaching and co-planning
- Increase the percentage of students P-6 achieving age appropriate or above clusters on the literacy continuum for writing from 60% to 80%

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 2016-2020, 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

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| • Engaging additional teacher aide time to target the explicit teaching of reading and writing | \$8264.62 |
| • Employing a Coach to target the increase of U2B students writing in a co-teaching/co-planning role to improve data analysis and fluidity of targeted teaching plans and groups through a tiered enrichment approach | \$7216.52 |

TOTAL: **\$15 481.14***

* \$9279 I4S 2019 and remaining \$6202.14 to be paid by locally funded salaries in school budget

Tilleea Hoskins
Principal
Springbrook State School

Tony Cook
Director-General
Department of Education

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



**Queensland
Government**