

# Investing for Success

**Under this agreement for 2018  
Bargara State School will receive**

**\$181,119\***

## This funding will be used to:

### Reading – consolidate the spotlight

- Reinforce the school wide expectations for the teaching of reading through:
  - continuing to embed our Reading Implementation Framework (RIF):
    - Embed a shared understanding and pedagogical practice of the five reading procedures:
      1. Reading Aloud to students
      2. Modelled Reading
      3. Shared Reading
      4. Guided Reading
      5. Independent Reading.
    - Ensure the five aspects of reading are explicitly addressed:
      1. Fluency
      2. Broad and Deep Vocabulary
      3. Active comprehension Strategies
      4. Text and Textual features
      5. Knowledge of the World.
    - Continue use of Question, Answer, Response (QAR) strategies to support comprehension.
    - Embed comprehension strategies (Sheena Cameron), into the reading procedures across Key Learning Areas (KLAs) and support all teachers.
- Collection, interpretation of use of data by:
  - focusing on completion of running records by teachers to inform practice
  - supporting teachers with additional time to assess students:
    - Supporting new staff with the understanding and delivery of the reading expectations.
    - Unpacking with teachers the Australian curriculum to identify reading demands across KLA's.
    - Using Pearson's Gradual Release of Responsibility Model to support the teaching-learning process.
    - Strengthening the procedures around - Design Question 1 (Marzano) 'Art and Science of Teaching' and establishing Learning Goals and Success Criteria for individual lessons.
    - Reaffirming individual and specific learning goals for reading as part of providing targeted feedback to students.
    - Continuing teacher aide training in line with school actions to enhance student learning.
    - Employing additional teacher aide hours to assist with class focus lessons and intervention programs.



## 2018 Reading Targets

Reading	Mean Scale Score	Upper Two Bands	National Minimum Standard
Year 3	410	50%	90%
Year 5	495	36%	90%

## Writing

- Develop a shared understanding and plan for the four writing procedures: 1. Modelled Writing 2. Shared Writing 3. Guided Writing 4. Independent Writing.
- Curriculum - support teachers to unpack Australian curriculum across KLAs to identify writing demands.
- Implement a coaching/feedback process around the teaching of the 'Phonograms' program.
- Employ additional teacher aide hours to assist with class focus lessons and intervention programs.

## Our initiatives include:

- conducting multiple and specific 'Inquiry cycles' over aspects of the teaching of reading:
  - Scan and assess:
    - Utilise newly appointed 'Master Teacher' to conduct a review over the teaching of reading practice in Years P-3.
    - Align with review of practices in Years 4-6.
  - Prioritise:
    - Identify key actions to refocus the teaching of reading.
    - Identify key actions to progress further the teaching of reading.
  - Develop and plan:
    - As a leadership team, identify key strategies to ensure the spotlight continues to be on teaching practices.
    - Identify/review use of resources required to enable key actions to occur, e.g. physical or human resources.
    - Identify measures of success within areas such as reading comprehension, pedagogy, phonological awareness, vocabulary and decoding.
  - Act:
    - Monitor implementation of the Reading Implementation Framework.
    - Support staff with identified and individual key learnings.
    - Release teachers to work with Principal, Deputy Principal and Master Teacher.
- continuing to engage teachers and teacher aides in a planned process of professional development around reading understanding and effective pedagogy
- delivering the Master Teacher role to support teachers to participate in a focused coaching and mentoring relationship
- reaffirming feedback project opportunities with existing and new staff
- spotlighting Design Question 1 - Marzano 'Art and Science of Teaching'
- continuing to support existing and new staff with an understanding of the 'Phonograms' program and implementing a coaching/feedback process to support shared understanding
- using additional purchased teacher aide support for class focus lessons and intervention programs



- using QAR comprehension framework (P-6) across Key Learning Areas and using additional teacher aide time to deliver across year levels
- enhancing the understanding of teachers with the use of data to ensure all teachers are using assessment to inform teaching
- supporting growing school numbers, purchasing additional resources to fill identified gaps for reading/ numeracy and ensuring suitable opportunities for student engagement
- completing parent workshops to support student learning and parental understanding
- establishing community engagement opportunities to ensure further consolidation of student learning and positive relationships within the wider community – e.g. Lions Club of Bargara – Reading
- supporting new staff at Bargara State School to implement key school-wide approaches to ensure consistency, e.g. Gradual Release Model, QAR, Sheena Cameron's Comprehension Strategies, Balanced Reading Program, and to further develop staff understanding.

### Our school will improve student outcomes by:

Action	Cost
• Engage a 0.1 full time equivalent teacher to release staff to work with Master Teacher on reading, writing and feedback.	\$11 397
• Engage a teacher aide for two hours per day x five days per week to support the Master Teacher/reading focus in classrooms.	\$12 800
• Engage teacher aides to assist teachers, as they enhance their teaching practice for all students.	\$88 580
• Purchase teaching and learning resources – writing.	\$9 713
• Support students to engage in ABC Reading Eggs program.	\$2 000
• Enhance reading comprehension/new writing procedures with parents and volunteers.	\$2 000
• Engage teacher relief (TRS) to support teachers to complete running records/probe assessments with students. TRS required each term across 18 classes.	\$45 511
• Engage TRS to enable class teacher, Principal, Deputy Principal and Master Teacher to meet for Student Reading Progress meetings	\$9 118
<b>Total</b>	<b>\$181 119</b>



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