

Investing for Success

**Under this agreement for 2017
Bargara State School will receive**

\$162,925*

This funding will be used to

Reading

- Continue to embed our Reading Implementation Framework (RIF) through a whole school approach.
- Embed a shared understanding and pedagogical practice of the 5 reading procedures -1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.
- Ensure the 5 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.
- Support new and also existing staff with understanding and delivery of the Phonograms program.
- Support teachers to unpack Australian curriculum across Key Learning Areas (KLAs) to identify reading demands of units.
- Align RIF to Pearson's Gradual Release of Responsibility Model. Support all teachers to implement – focus support to new staff.
- Embed comprehension strategies - Sheena Cameron, into the reading procedures across KLA's. Support all teachers– focus support of new staff.
- Continue use of QAR strategies to support comprehension.
- Continue our professional development program around the provision of feedback to students. Ensure that feedback focuses specifically on the 5 aspects of reading.
- Employ quality researched teaching and learning strategies which ensure students achieve or are working towards exceeding National Minimum Standard (NMS) in Numeracy and Literacy and for other students to achieve in the Upper 2 Bands (U2B).
- Continue teacher-aide training in line with school actions to enhance student learning.

2017 Reading Targets

Reading	Mean Scale Score	U2B	NMS
Yr 3	415	50%	90%
Yr 5	495	38%	90%

Writing

- Participate in Learning Sciences Institute of Australia (LSIA) writing project: Using data to inform the teaching of writing and assessment.
 - Stage One — teacher survey 1: selection of sample schools, online completion of the survey and collection and analysis of data.
 - Stage Two (Intervention 1) — cluster group professional learning: developing teachers' deep knowledge about written language (Feb- March 2017).
 - Stage Three (Intervention 2) — cluster group professional learning: developing teachers' critical knowledge and know-how in using standards (Apr-May).
 - Stage Four— teacher-led showcase: exemplars in pedagogy and related evidence of improved instruction in the teaching of writing (Term 3, 2017).
- Develop a shared understanding and plan for the 4 writing procedures: 1. Modelled Writing; 2. Shared Writing; 3. Guided Writing; 4. Independent Writing.
- Curriculum - Support teachers to unpack Australian curriculum across KLA's to identify writing demands.

* Funding amount estimated on 2016 data. Actual funding will be determined after 2017 enrolment data are finalised.

Investing for Success

Our initiatives include

- Participating in LSIA Writing Project: Using data to inform the teaching of writing and assessment.
- 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. This involves funding a 0.4 FTE Master Teacher.
- Establish 'Phase 3' of the Feedback Project building on from 2015 and 2016.
- Continue to implement school pedagogical framework – Art and Science of Teaching (ASoT).
- Implement a coaching / feedback process around the teaching of the 'Phonograms' program.
- Continue to build focused observational approaches by providing quality feedback regarding pedagogy.
- Purchasing additional teacher aide hours to assist with class focus lessons and intervention programs.
- Continuing to train teachers in data usage to ensure all teachers are using assessment to inform teaching.
- Auditing current resources and purchase additional requirements to ensure quality reading / numeracy resources are available within the school to create suitable opportunities for student engagement.
- Establishing community engagement opportunities to ensure further consolidation of student learning and positive relationships within the wider community – eg Lions Club of Bargara – Reading.
- Supporting new staff to Bargara State School to implement key school wide approaches to ensure consistency eg Gradual Release Model, QAR, Sheena Cameron Comprehension Strategies, Balanced Reading Program to further develop staff understanding.

Our school will improve student outcomes by

• Engage a 0.4 FTE Master Teacher position for the 2017 school year for support school focus on the teaching of reading	\$52,352
• Engage a 0.1 FTE to release staff to work with Master Teacher on writing, feedback, and reading.	\$11,665
• Engage Teacher Aides to assist teachers as they modify their teaching practice to target NMS and U2B	\$66,348
• Purchase teaching and learning resources – writing	\$20,000
• Purchase 24 Teacher Relief Scheme (TRS) days to participate in LSIA Writing Project	\$10,560
• Enhance reading comprehension / new writing procedures with parents and volunteers	\$ 2,000



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