

Investing for Success

**Under this agreement for 2022
Bargara State School will receive**

\$161,840*

This funding will be used to

Continue to support student learning by:

- Ensuring teachers have an in depth knowledge of the Australian Curriculum for their students including the opportunity to moderate within our school and externally with local schools.
- Supporting the teaching of reading and writing through all key learning areas (KLA's)

Support all staff with:

- Collection, interpretation and use of student achievement data
- Professional Learning Teams
 - Moderation process each term
 - Case management - Marker students
 - Literacy focus - reading and writing across KLA's
 - Pedagogy focus - Age Appropriate Pedagogies
 - Annual performance development plans
- Identification of focussed and individual learning goals for students through a case management approach
- Utilising Pearson's Gradual Release of Responsibility model to support the teaching & learning process.
- Strengthening the Case management process for students through
 - Collaborative Assessment of Student Work
 - Communities of Practice Network 15
- Reaffirming individual 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
- Additional purchase of Teacher aide time to support guided reading in classrooms

2022 Targets

- Students achievement of C or better in English:
 - 2020 - 86.5%
 - 2021 - 89%
 - 2022 - 93%

	P	1	2	3	4	5	6
2020	68.1	93	81.7	90.9	82.7	82.8	88.2
2021	91.2	91.7	94.9	85.7	88.4	98	94.8
2022	90	92	92	95	92	92	98



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Our initiatives include

Strengthen focus on Reading and Writing within curriculum implementation for all Key Learning Areas (KLA's)

- Undertake school wide professional development with staff with the Departments - Reading and Writing Centre
- Strengthen this by coordinating this with our Network 15 partnership skills
- Continue to support this implementation through the Professional Learning Team sessions

Continued implementation of our Reading Implementation Framework (RIF)

- 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

Continued use of comprehension strategies - Sheena Cameron, into the reading procedures across KLA's.

Continuing 'Inquiry Cycles' over aspects of the teaching of reading in the lower, middle and upper school.

Review

- Principal, Deputy Principal, Head of Curriculum to review learnings and data from 2021 around A-E data focussing on English.
- Use of assistive technology in classes to support student learning and successful applications to assessments.
- Teacher use of Age Appropriate Pedagogies in planning and implementation of units



Scan and assess

- 2021 data sets with classroom teachers
- Professional Learning Teams actions in 2021 and link to 2021 / 2022 schedule.
- Differentiate key actions / supports as we identify the skills of lower, middle and upper school teachers and teacher aides

Prioritise

- Key actions identified through the scan and assess process to move the focus onto the relationship between the teaching of reading and writing across all key learning areas
- The key actions to support staff on their individual and cohort journey



Develop and Plan

- As a leadership team, identifying key strategies to ensure the spotlight continues to be on effective teaching practices across KLA's and Age appropriate pedagogies
- Case management processes and the collaborative features of
 - Collaborative Assessment of Student Work
 - Leading the learning Network 15 schools
- Use of Assistive technology

Act

- Continue to refine our whole school approach to the teaching of reading and writing across all KLA's for consistency of learning across the school
 - Releasing teachers to work with Principal, Deputy Principal and Pedagogy Coach
 - Review of Literacy teaching across all KLA's - reading and writing
 - Review of Reading Implementation Framework (RIF)
 - Review Literacy and PLT placemat
 - Supporting staff with identified and individual key learnings
- Continue to engage teachers in weekly Professional Learning Teams. These weekly team meetings will support and vary in focus to support teacher development
 - Curriculum moderation process: M1, M1.9, M3, M4
 - Focus on Reading - Case management approach
 - Developing Performance Framework - term discussions
- Utilising Head of Curriculum position to support teachers to participate in a focused coaching and mentoring relationship.
- Within across the school with Age Appropriate Pedagogy (AAP)
 - Provide whole school PD and introduction to AAP
 - Support teachers to engage in AAP
 - Provide release to key school staff members to engage staff with AAP learnings
- Utilising additional purchased Teacher aide support for
 - Guided reading focus lessons
 - Class focus lessons
 - Speech and intervention programs

Our school will improve student outcomes by

Establishing a Head of Department - Curriculum position to support continued implementation of the reading focus from Prep - Year 6	147,193
Engaging teacher aides to support teachers with reading/writing curriculum focus as they enhance teaching practice for all students	14,647
TOTAL	\$161,840



Chris Norris
Principal
Bargara State School



Michael De'Ath
Director-General
Department of Education



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