

Investing for Success

Under this agreement for 2021
Bargara State School will receive

\$167,119*

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.

Support all staff with:

- Collection, interpretation and use of student achievement data.
- Professional Learning Teams:
 - literacy focus -reading
 - curriculum focus
 - developing performance framework
- 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 and learning process.
- Strengthening the case management process for students through:
 - Collaborative Assessment of Student Work (CASW)
 - Lead the Learning Network 15
 - Cohort 4 Sharratt Network project
- 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.

2021 Targets

Students achievement of C or better in English:

- 2020 – 86.5%
- 2021 – 89%

Percentage of students exceeding or meeting year level reading benchmarks:

Year	Prep	Yr 1	Yr 2	Yr 3	P-Yr3
2020	64	83	88	89	81
2021	75	75	87	90	86

Our initiatives include

Support the revision and 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
 - Embed comprehension strategies - Sheena Cameron, into the reading procedures across Key Learning Areas (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 2020 around the teaching of reading

Scan and assess

- 2020 data sets with classroom teachers.
- Journey of Professional Learning Teams in 2020.
- Different key actions / supports as we identify the skills of lower, middle and upper school teachers and teacher aides.

Prioritise

- The key actions to maintain focus on the teaching of reading.
- 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 teaching practices.
- Case management processes and the collaborative features of:
 - Collaborative Assessment of Student Work (CASW)
 - Lead the Learning Network 15
 - Cohort 4 Sharratt Network project

Act

- Continue to ensure a whole school approach to the teaching of reading for consistency of learning across the school:
 - Review of Reading Implementation Framework (RIF)
 - Review Literacy and Professional Learning Teams' placemat
 - Early Years Literacy Plan (embedded within Whole School Curriculum Plan)
 - Supporting staff with identified and individual key learnings
 - Releasing teachers to work with Principal, Deputy Principal and Pedagogy Coach



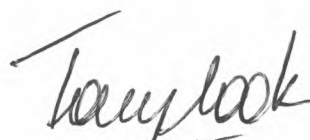
- Continue to engage teachers in weekly Professional Learning Teams. These weekly team meetings will support and vary in focus to support teacher development:
 - Curriculum moderation process
 - Pre-moderation – Before
 - After
 - After
 - End
 - Focus on Reading
 - Developing Performance Framework -term discussions
- Utilising Head of Curriculum position (0.4 FTE) to support teachers to participate in a focused coaching and mentoring relationship.
- Age Appropriate Pedagogy (AAP):
 - Provide whole school Professional Development 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 and
 - Speech and intervention programs

Our school will improve student outcomes by

- Establishing a Head of Curriculum position to support continued implementation of Reading focus from Prep – Year 6. \$128,639
- Engaging teacher aides to support our guided reading focus and assist teachers, as they enhance teaching practice for all students. \$ 38,480



Chris Norris
Principal
Bargara State School



Tony Cook
Director-General
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**Queensland
Government**