

# Investing for Success

Under this agreement for 2019  
Bargara State School will receive

**\$178,069\***

## 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)
  - Embedding 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.
  - Ensuring 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
  - Continuing to use of QAR strategies to support comprehension.
  - Embedding comprehension strategies - Sheena Cameron, into the reading procedures across Key Learning Areas (KLAs).
- Collection, interpretation of use of data:
  - Focus on completion of running records by teachers to inform practice
  - Provide teachers with additional planning time and support teachers to analyse reliable, relevant and current student assessment
  - Support new staff with the understanding and delivery of the reading expectations
  - Unpack with teachers the Australian curriculum to identify reading demands across KLA's
  - Utilise Pearson's Gradual Release of Responsibility Model to support the teaching - learning process.
  - Strengthen the procedures around - Design Question 1 (Marzano) 'Art and Science of Teaching' – Establishing Learning Goals and Success Criteria for individual lessons
  - Reaffirm individual and specific learning goals for reading as part of providing targeted feedback to students.
  - Continue teacher-aide training in line with school actions to enhance student learning
  - Employ additional teacher aides hours to assist with class focus lessons and intervention programs

## 2019 Reading Targets

Reading	Mean Scale Score	Upper 2 Bands	National Minimum Standard
Yr 3	415	45%	90%
Yr 5	495	30%	90%

## Our initiatives include

- Continue 'Inquiry Cycles' over aspects of the teaching of reading in both the lower and upper school
  - Scan and assess
    - Utilise the Pedagogy Coach position to reconnect with learnings in the lower school around the teaching of reading
    - Scan needs of middle and upper school around current position for the teaching of reading
  - Prioritise
    - Identify key actions to maintain focus on the teaching of reading in the lower school including supporting new teachers to the school
    - Identify key actions to support key steps in the middle / upper school
  - Develop and Plan
    - As a leadership team identify key strategies to ensure the spotlight continues to be on teaching practices

\* 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**

- Identify / review use of resources required to support identified focus areas in middle and upper school
  - Identify measures of success within area such as reading comprehension, pedagogy, phonological awareness, vocabulary, decoding
- Act
  - With regard to the lower school and middle/upper school, continue to monitor the implementation of the Reading Implementation Framework
  - Support staff with identified and individual key learnings
  - Release teachers to work with Principal, Deputy Principal and Pedagogy Coach
- Continue to engage teachers and teacher aides in a planned process of professional development around reading understanding and effective pedagogy
- Pedagogy coach (0.8 Full Time Equivalent) - to support teachers to participate in a focused coaching and mentoring relationship.
- Learning goals and success criteria - Spotlight Design Question 1 - Marzano 'Art and Science of Teaching' -
- Continue to support existing and new staff with an understanding of the 'Phonograms' program. Implement a coaching / feedback process to support shared understanding.
- Utilise additional purchased Teacher Aide (TA) support for
  - Guided reading focus lessons
  - Class focus lessons and
  - Speech and intervention programs
- Utilise Question, Answer and Relationship (QAR) comprehension framework (P-6) across KLA's. Utilise additional TA time to deliver across year levels.
- Enhance understanding of teachers with the use of data to ensure all teachers are using assessment to inform teaching
- To support growing school numbers, purchase additional resources to fill identified gaps for reading / numeracy. Ensure suitable opportunities for student engagement.
- Support new staff to understand and deliver opportunities in line with school feedback project.
- Complete parent workshops to support student learning and parental understanding.
- Celebrate, reinforce and continue to expand community engagement opportunities to ensure further consolidation of student learning and positive relationships within the wider community – eg Lions Club of Bargara - Reading
- Support 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

To enable steps outlined above, Investing for Success funds will be utilised to create the Pedagogy Coach position and purchasing additional teacher aide support for our guided reading focus. Additional school funds will also be used to compliment and support the Pedagogy Coach eg purchasing TRS release time for teaching teams to assess students, analyse data and plan for support.

• Establish a 0.8 Full Time Equivalent Pedagogy Coach position to support continued implementation of Reading focus from Prep – Year 6	\$89,489
• Engage Teacher Aides to assist teachers as they enhance their teaching practice for all students	\$88,580



**Christopher Norris**  
Principal  
Bargara State School



**Tony Cook**  
Director-General  
Department of Education

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