

Investing for Success

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

\$119,328*

This funding will be used to:

- increase the percentage of students achieving a 'B' standard or above in English from 49% in 2017 to 54% in 2018
- increase the percentage of students achieving a 'B' standard or above in Mathematics from 52% in 2017 to 55% in 2018
- increase the percentage of children in Years 3 and 5 attaining the minimum standards for literacy and numeracy
- close the gap between the percentage of Indigenous and non-Indigenous students receiving a 'C' or better in English by the end of Year 2.

Our initiatives include:

- professional learning communities (year levels and across schools) engaging regional expertise to improve teacher ability to identify the writing (and reading) demands of the Australian Curriculum learning and subjects in C2C units of work
- developing teacher knowledge and understanding of the P-10 Australian Curriculum content descriptions and achievement standards by designing and supporting processes for robust intra-school and inter-school moderation.
- providing targeted professional development and coaching to deepen teachers' understandings of the Australian Curriculum
- increasing teachers' repertoire of effective strategies for teaching text processing and comprehension across learning areas or subjects using 'Reading on the Same Page' as a strategy
- revisiting, refining or revising the school pedagogical framework and embedding it as the shared language of teaching and learning
- developing teachers' capability to embed feedback in the teaching and learning cycle through the use of student learning walls
- establishing effective school processes, including establishing case management and professional learning teams (PLTs).

Evidence

- DuFour, R & Fullan, M 2013, *Cultures built to last: systemic PLCs at Work* Hawker Brownlow Education, Victoria.
- Sharratt, L & Fullan, M 2012, *Putting FACES on the data: What great leaders do!* Corwin, Thousand Oaks, CA.
- Archer, AL & Hughes, CA 2011, *Explicit instruction: Effective and Efficient Teaching* Guildford Press, NY.
- Hattie, J & Anderman, EM (eds) 2013, *International Guide to Student Achievement* Routledge, NY.
- Stebbins, P, 2014 *iTeams Why High Performance Teams 'Fit In' AND 'Stand Out'*, Inhouse Publishing, QLD.
- Walpole, S & McKenna, M 2017, *How to Plan Differentiated Reading Instruction*, New York, The Guildford Press.
- DuFour, R & DuFour, R 2012, *The School Leader's Guide to Professional Learning Communities at Work* Hawker Brownlow Education, Victoria.



Our school will improve student outcomes by:

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| • developing and implementing a whole school approach to teaching reading ('Reading on the Same Page' strategy) and differentiated reading groups | \$76 000 |
| • providing support for responsive teaching based on analysis and discussion of curriculum, aligned through planning, modelling, observation and feedback processes, and timely access to data | \$27 000 |
| • embedding the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning | |
| • providing supported planning and moderated days | |
| • providing professional development for teachers to support student improvement in literacy and numeracy (John Fleming, Master Teacher, Anita Archer, QELI Coaching, beginning teachers) | \$9 000 |
| • providing administrative support to monitor and manage attendance. | \$7 328 |



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Principal
Bucasia State School



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A/Director-General
Department of Education

* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.

