

Investing for Success

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

\$116.314*

This funding will be used to

- Increase the percentage of children in Years 3 & 5 to attain the minimum standards for Literacy and Numeracy.
- Increase the percentage of Prep – Year 6 students achieving an A or B in English from 46% in 2015 to 51% in 2016 and in Mathematics from 51 % in 2015 to 56% in 2016 report (Academic Reporting).

Our initiatives include

- Provide focused and intensive teaching targeted at all students in order to improve individual achievement measured against the year-level achievement standards
- Develop teachers capability to embed feedback to students and peers in the teaching and learning cycle
- Leadership team, Fleming and peers work with teachers to develop school-wide individualized programs for students and to build staff capacity to ensure differentiation reaches students with difficulties as well as extension students through more effective delivery of Explicit Instruction, warm ups and programming in key aspects of Literacy and Numeracy
- Enhance student performance in Literacy and Numeracy and monitor improvement utilising regular data capture, analysis, moderation and evaluation of program before the next round of planning.
- Maximize student attendance.

Evidence:

Fleming, John & Kleinhenz, Elizabeth – Towards a Moving School ACER, 2011

Archer, Anita & Hughes, Charles – Explicit Instruction: Effective and Efficient Teaching, Guilford, 2011

Goss, Peter & Hunter, Jordana – Targeted teaching: How better use of data can improve student learning, Grattan Institute, 2015

Hattie, John – Visible Learning for Teachers, Maximizing Impact on Learning, Rutledge, 2012

Our school will improve student outcomes by

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| • Purchase human and physical resources to support Literacy and Numeracy intervention focussing on reading hierarchy, decoding | \$80 000 |
| • Provide professional development for teachers to support student improvement in Literacy & Numeracy (John Fleming, Master Teacher, Anita Archer, QELI Coaching) | \$30 000 |
| • Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning | |
| • Embed a whole school approach to teaching writing, numeracy and reading, program evaluation and feedback | |
| • Utilise the functions in CQ3S to individualise instruction. | |
| • Support student programs focusing on extension of student learning and increasing the amount of students in the Upper 2 Bands | \$6 314 |

Beckford

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