

Investing for Success

Under this agreement for 2020
Bucasia State School will receive

\$145,298*

This funding will be used to

1. Increase the percentage of students achieving a 'B' standard or above in English from 54.6% in 2019 to 56% in 2020 and having 87% of students achieve above a 'C' standard.
2. Increase the percentage of students achieving a 'B' standard or above in Mathematics from 66.8% in 2019 to 68% in 2020 and having 93% of students achieve above a 'C' standard.
3. Close the gap between the percentage of Indigenous and non-Indigenous students receiving a C or better in English by the end of Year 3. The target for 2020 is 87%.

Our initiatives include

- continuing to develop professional learning communities (year levels and across schools), engaging regional, state and national expertise to improve teacher ability to identify the reading (and writing) demands of the Australian Curriculum learning and subjects in mapping Curriculum into the Classroom (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
- increasing teachers' repertoire of High Impact Teaching Strategies, including Watching Others Work and coaching
- refining effective school processes, including case management and teacher efficacy and High Performing Teams strategies.
- continuing to engage with government and community resources to support families to engage with the school and their child's education with a focus on transitions to and from primary school
- purchase of additional staff to reduce class sizes

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

Actions	Costs
Continue the development and implementation a whole school approach to teaching reading (Reading on the Same Page) and differentiated reading groups	\$61 500
<ul style="list-style-type: none"> • Provide support for responsive teaching based on analysis and discussion of the Australian Curriculum-aligned through professional development, planning, modelling, observation and feedback processes, and timely access to data • Provision of supported planning and moderated days • Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning (twice a term) • High Performing Teams – focussing on collective teacher efficacy • Provide professional development for teachers to support the development of teacher pedagogy – High Impact Teaching Strategies (Explicit Instruction, Master Teacher, QELI Coaching, beginning teachers) • Provision of Administrative support to monitor, support and manage attendance. • Support for student transitions • Purchase of additional teacher to support smaller class sizes 	\$40 000 \$11 000 \$21 000 \$7 798 \$4 000



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**Queensland
Government**