

Investing for Success

Under this agreement for 2021 Buddina State School will receive

\$280,264*

This funding will be used to

- Increase the percentage of students achieving a 'C' or above in English
 - Semester (Sem) 1 92%, Sem 2 95%
- Increase the percentage of students achieving a 'C' or above in Mathematics
 - Sem 1 90%, Sem 2 95%
- Increase the percentage of students meeting the National Minimum Standard in NAPLAN to 99%
- Increase the percentage of students in Year 3 Upper Two Bands
 - Reading = 50%, Writing = 55%, Spelling = 50%, Numeracy = 40%
- Increase the percentage of students Year 5 Upper Two Bands
 - Reading = 35%, Writing = 20%, Spelling = 35%, Numeracy = 35%
- Increase the percentage of students on ICPs achieving a 'C' in English and Maths.

Our initiatives include

| Improvement Initiatives | Success Indicators |
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| <p>Building teacher capability via classroom release for:</p> <ul style="list-style-type: none"> • The Moderation Cycle incorporating Pre, Mid and Post moderation across year levels. • Collaborative planning with Support Teachers Literacy & Numeracy (STLaNs) to provide needs based, targeted student support • Observation, feedback and coaching processes. • Annual Performance Reviews. | <ol style="list-style-type: none"> 1. Staff consistently plan, implement and monitor impact of pedagogical approaches and assess learning areas. 2. Staff use data to determine student need, inform targeted responses and track progress. These data conversations develop specific and differentiated support plans for students 3. Staff judgment of student achievement is aligned and consistent across year levels and cluster school. 4. Staff have a documented plan for personal improvement aligned to school priority areas. <p>Evidence Base: Fullan, M & Sharratt, L 2012 Putting Faces on the Data: What Great Leaders Do!, Corwin, California, USA. Sharratt, L, 2018 Clarity: What Matters Most in Learning, Teaching, and Leading Corwin, California, USA.</p> |
| <p>Line of Sight: Targeted student support via a narrowed focus for support personnel in 2021:</p> <ul style="list-style-type: none"> • Year level sectors have a continual spotlight on students who have previously not achieved learning expectations via data tracking and case management support (Buddina Surfboard) • Increased teacher aide allocation in order to support specialised intervention programs and support the delivery of literacy and numeracy programs. | <ol style="list-style-type: none"> 1. All students demonstrate a minimum of one year's progress in core subjects this year. 2. Increased levels of student attendance and classroom engagement. 3. Increased % of students achieving a 'C' or above in English and Mathematics. 4. Decreased % of students achieving a 'D' or below in English and Mathematics. <p>Evidence Base: Sharratt, L & Fullan M, 2012, Putting Faces on the Data: What great leaders Do!, Corwin, California, US</p> |



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| <p>Success in the Early Years</p> <ul style="list-style-type: none"> School fund an extra 0.2 Speech Language Pathologist (SLP) to work closely with early years students, teachers and teacher aides to assist in oral language and phonological awareness. Build community support, understanding and capability to ensure children have a successful transition into school. | <ol style="list-style-type: none"> Students transitioning successfully into school with decreased 'settling in' time and increased engagement in the learning process. Early identification and intervention for students at risk. Prep students achieving at and above end of Sem 1 benchmark targets. |
| <p>Targeted professional Learning:</p> <ul style="list-style-type: none"> Delivery of targeted professional learning in both reading and writing supported by planning, modelling, observation and feedback processes. | <ol style="list-style-type: none"> Consistent delivery of agreed whole school pedagogical approaches to the teaching of reading and writing. Increased % of students achieving a 'C' or above in English. <p>Evidence Base: Fullan, M & Starratt, L 2012 <i>Putting Faces on the Data: What Great Leaders Do!</i>, Corwin, California, USA. Starratt, L, 2018 <i>Clarity: What Matters Most in Learning, Teaching, and Leading</i> Corwin, California, USA.</p> |

Our school will improve student outcomes by

| Actions | Costs |
|--|---------------------------|
| Providing Teacher Relief Scheme (TRS) to enable Year Level Teams and specialist teachers to engage in pre and mid moderation activities <ul style="list-style-type: none"> 5 hours per teacher. This allows teachers to jointly examine units and curriculum demands during pre-moderation and to consider student progress against these demands in mid moderation Coaching, formal observation and feedback (1hr per classroom teacher per semester) (| \$ 85 000 \$ 6 264 |
| TRS for staff to have tier 2 and tier 3 student conversations with the STLaN Support team | \$ 47 000 |
| Additional teacher aide support for the delivery of literacy and numeracy support programs for students with learning difficulties and students with academic excellence support. | \$112 000 |
| Provide targeted professional learning in both reading and writing supported by planning, modelling, observation and feedback processes. | \$ 30 000 |
| | \$280 264 |



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