

Investing for Success

Under this agreement for 2018
Burleigh Heads State School will receive

\$199,760*

This funding will be used to

TARGET

Increase the percentage of students achieving in the upper two bands in Naplan Reading, Writing and Mathematics.

MEASURES

- Year 3 U2B Writing 50%+
- Year 5 U2B Writing 40%+
- Year 3 U2B Reading 45%+
- Year 5 U2B Reading 35%+

Our initiatives include

Initiative	Evidence-base
<p>Developing an expert teaching team:</p> <ul style="list-style-type: none"> • Continued refinement of whole school overarching <i>Explicit Teaching pedagogy</i> through in class coaching and feedback • Coach sets collaborative professional growth goal(s) with each teacher, which align with whole school improvement agenda • Continued Personal Development, planning, modelling, coaching and resourcing to deliver explicit teaching of Big 6, Seven Steps/Six Traits writing, Synthetic Phonics and STEAM. • Whole school refinement of teacher data literacy skills; effect size, benchmarks and targets • Planning days to ensure systematic curriculum delivery, lower variation explicit teaching and effective differentiation 	<ul style="list-style-type: none"> • Archer, A and Hughes, C, 2010, <i>Explicit Instruction</i>, Guildford Publications, New York, United States. • Knight, J, 2011, <i>Unmistakable Impact; A Partnership Approach for Dramatically Improving Instruction</i>, Corwin, California. • Hall, Pete and Simeral, A, 2008, <i>Building Teachers' Capacity for Success</i>, ASCD, United States. • Hattie, J and Timperley, H, <i>Power of Feedback</i>, 2007, <i>Review of Educational Research</i>, 77-81. • Fisher, D; Frey, N and Hattie, J, 2016, <i>Visible Learning for Literacy</i>, Corwin Literacy, California. • Moats, L, <i>Speech to Print</i>, 2010, Paul H Brookes Publishing Co, Maryland, USA. • US Department of Education, 2004, <i>A Closer Look at the Five Essential Components of Effective Reading Instruction: A review of Scientifically Based Reading Research for Teachers</i>, Learning Point Associates, USA.
<p>Developing systems to differentiate teaching and learning:</p> <ul style="list-style-type: none"> • Differentiated pathways are planned for various ability groups of students in response to analysis of data • Instructional methods matched to phases of learning, including small group guided teaching • Differentiated classroom teaching documented and tracked for accountability • Student goal setting and tracking of progress • Continued PD, planning, modelling, coaching and resourcing to deliver differentiated in class teaching (STLaN and Literacy Coach) 	<ul style="list-style-type: none"> • Subban, P, <i>Differentiated Instruction: A Research Basis</i>, 2006 <i>International Education Journal</i>, 935-947. • Loudon, W, 2015, <i>High Performing Primary Schools</i>, WA Education Department, Australia. • DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i> Hawker Brownlow Education, Victoria. • Hattie, J and Timperley, H, <i>Power of Feedback</i>, 2007, <i>Review of Educational Research</i>, 77-81. • Fisher, D; Frey, N and Hattie, J, 2016, <i>Visible Learning for Literacy</i>, Corwin Literacy, California. • Moats, L, <i>Speech to Print</i>, 2010, Paul H Brookes Publishing Co, Maryland, USA.



<ul style="list-style-type: none"> • Early intervention targeted synthetic phonics/Decoding remediation Prep-Year 3 • Second wave Reading remediation Year 4-Year 6 • Extension Reading and Writing Groups Prep-Year 3 • STEAM program implemented whole school • End of year whole school data analysis (e.g. effect size, benchmarks, achievement targets) to ascertain distance travelled and effectiveness of differentiation for each student. 	
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Our school will improve student outcomes by

ACTIONS	COSTS
Provide extra funding for a Maths Teacher to provide targeted extension work for identified students.	\$30,000
Provide extra funding to supplement school allocations for a STEAM Teacher, Literacy Coach, HOC and STLAN.	\$83,596.54
Provide support for teaching staff to implement units of work through collaborative planning and assessment.	\$30,000
Provide support from our Literacy Coach for teaching staff to analyse student writing and strategise for future student writing growth.	\$5,000
Provide extra literacy resources through the purchase of Reading Books for Guided Reading/Home Readers, a site licence for Reading Eggs online resource and site licence for Spelling Soundwaves.	\$15,700
Provide extra teacher aide support for Learning Support and/or ESL students and for the SAKG Program.	\$35,463.46
TOTAL	\$199,760.00



Peter Tong
Principal
Burleigh Heads State School



Patrea Walton
A/Director-General
Department of Education

