

Investing for Success

Under this agreement for 2018
Forrest Beach State School will receive

\$15,185*

This funding will be used to:

Target	Measures
<p>1. Maintain the percentage of students achieving a 'C' standard or above in English (90%) in Years P-6 (2017).</p> <p>2. Increase the percentage of students achieving a 'B' standard or above in English from 55% in Years P-6 (2017) to 66% (2018).</p>	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ 90% of students to achieve a 'C' or above in English. ○ 66% of students achieving a level of achievement 'B' or above (Semester 2, 2018). ○ 100% of Year 3 NAPLAN Reading National Minimum Standard (NMS) data (2019). ○ 75% (or above) of Year 3 NAPLAN Reading Upper Two Band (U2B) data (2019). ○ 100% of Year 5 NAPLAN Writing NMS (2019). ○ 50% (or above) of Year 5 NAPLAN Writing U2B (2019). • Comparison: <ul style="list-style-type: none"> ○ English A-E and NAPLAN Reading NMS data from similar Queensland State Schools (SQSS). ○ Moderation Cluster samples to quality assure teacher judgement. • Monitoring: <ul style="list-style-type: none"> ○ English A-E data. ○ Movement on the P-10 Literacy Continuum. ○ Student work samples at pre, mid and post English Unit tasks. ○ Staff feedback on relevance and impact of professional learning. ○ Student work samples and articulation of answering the five questions: <ul style="list-style-type: none"> ▪ What are you learning? ▪ How are you going? ▪ How do you know? ▪ What do you need to do to improve? ▪ Where can you go for help?
<p>3. Increase the percentage of P-2 students meeting or exceeding regional benchmark, from 72% of students at the end of 2017 to 90% of students by</p>	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ 100% of Prep students by the end of 2018 are on a reading PM benchmark of 6-8. ○ 90% of Year 1 students by the end of 2018 are on a reading PM benchmark of 16-20. ○ 100% of Year 2 students by the end of 2018 are on a reading PM of 20-24. ○ Year 3 NAPLAN Reading 100% NMS data (2019).

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the end of 2018.	<ul style="list-style-type: none"> ○ Year 3 NAPLAN Reading 75% (or above) U2B data (2019). ● Comparison: <ul style="list-style-type: none"> ○ Short term data five week cycles. ● Monitoring: <ul style="list-style-type: none"> ○ Movement on the P-10 Literacy Continuum. ○ School diagnostic assessment.
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Our initiatives include:

Initiative	Evidence base
<p>1. Provide focus and intensive teaching targeted at 'C' students in order to improve the quality of their demonstrations of learning against the relevant year-level achievement standard:</p> <ul style="list-style-type: none"> ● Develop a shared understanding of 'data literacy' and support teachers and leadership teams to effectively use data to inform targeted teaching. ● Build teacher capability to use the literacy continuum to track and monitor individual students' literacy progression. <p>2. Provide professional development for staff to increase capability to deliver effective reading and writing pedagogies across P-6:</p> <ul style="list-style-type: none"> ● Refine and embed whole school reading framework. ● Build teacher capability to teach text processing and comprehension strategies across the curriculum. ● Develop teacher capability to embed feedback in the teaching and learning cycle of writing. 	<ul style="list-style-type: none"> ● Archer, AL & Hughes, CA 2011, <i>Explicit Instruction: Effective and Efficient Teaching</i> Guildford Press, NY. ● Sharratt, L & Fullan, M 2012, <i>Putting FACES on the data: What great leaders do!</i> Corwin, Thousand Oaks, CA. ● Hattie, J 2012, <i>Visible learning for teachers: maximizing impact on learning</i>, London; New York: Routledge. ● Australian Curriculum. ● Literacy Continuum. ● <i>How to teach reading modules</i> (online). ● Cameron S, 2009, <i>Teaching comprehension strategies</i>. ● Walpole, S & McKenna, M 2017, <i>How to Plan Differentiated Reading Instruction</i>, New York, The Guildford Press.
<p>3. Building teacher capacity to implement balanced and rigorous reading pedagogies in P-2:</p> <ul style="list-style-type: none"> ● Build teacher capability to use Early Start and the Literacy Continuum to track and monitor individual students' literacy progression. ● Refine the four lesson sequence and currently implemented reading framework. 	<ul style="list-style-type: none"> ● <i>How to teach reading modules</i> (online). ● Cameron S, 2009, <i>Teaching comprehension strategies</i>. ● Walpole, S & McKenna, M 2017, <i>How to Plan Differentiated Reading Instruction</i>, New York, The Guildford Press. ● Archer, AL & Hughes, CA 2011, <i>Explicit Instruction: Effective and Efficient Teaching</i>, Guildford Press, NY. ● Hattie, J 2012, <i>Visible learning for teachers:</i>

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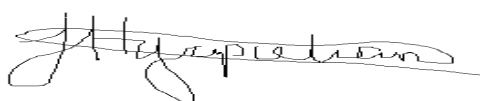
	<p><i>maximizing impact on learning</i>, London; New York: Routledge.</p> <ul style="list-style-type: none"> • Australian Curriculum. • Literacy Continuum. • Early Start resources.
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Our school will improve student outcomes by:

1. Actions	Costs
Allocating additional teacher (0.6, partly funded through I4S) to improve student outcomes in Years 4-6 by implementing consistent delivery of the English curriculum, supported by the school's reading framework and writing pedagogies.	\$14 634
Using the Literacy Continuum and Early Start materials to inform teaching, learning and resourcing, and to track progress.	TRS \$750
Implement the school's whole school approach to teaching reading (aligned to and including engagement with the <i>How to Teach Reading</i> online coaching module).	\$0

2. Actions	Costs
Provide in-house professional development (PD) using online tools to staff on Early Start, to develop staff capacity in administering across Prep to Year 2 to inform teaching, learning and resourcing, and to track progress.	\$0
Provide PD for staff to implement a reading process to build P-2 students' reading and comprehension capability (online).	\$0
Provide TRS to support the coaching and mentoring of P-2 teacher in reading.	TRS \$750

*Costs provided are approximate



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