Investing for Success

Under this agreement for 2019
Burpengary State School will receive

This funding will be used to

- In 2019, increase the percentage of students achieving a 'C' standard or above in English from 77% in Prep (2018) to 80% in Year 1 (2019); from 81% in Year 1 (2018) to 85% in Year 2 (2019) and from 73% in Year 2 (2018) to 80% in Year 3 (2019).
- In 2019, increase the percentage of students in target areas of NAPLAN Year 3 Reading: National Minimum Standard (NMS) to the 95-100% range; and Upper Two Bands (U2B) to 45% or above.
- In 2019, increase the percentage of students in target areas of NAPLAN Year 3 Numeracy: (NMS) to the 95-100% range; (U2B) increase to 33% or above.
- In 2019, increase the percentage of students in target areas of NAPLAN Year 3 Writing: (NMS) to 95% or above; (U2B) increase to 37% or above.
- In 2019, increase the percentage of students achieving a 'C' standard or above in English from 74% in Year 4 (2018) to 80% in Year 5 (2019); from 75% in Year 5 (2018) to 80% in Year 6 (2019).
- In 2019, increase the percentage of students in target areas of NAPLAN Year 5 Reading: National Minimum Standard (NMS) to the 95-100% range; and Upper Two Bands (U2B) to 35% or above.
- In 2019, increase the percentage of students in target areas of NAPLAN Year 5 Numeracy: (NMS) to the 95-100% range; (U2B) increase to 27% or above.
- In 2019, increase the percentage of students in target areas of NAPLAN Year 5 Writing: (NMS) to 95% or above; (U2B) increase to 20% or above.

Our initiatives include

- We will use a continuous process in the focus area of LEM Phonics to assess students’ current performance, teach to the needs of students, reassess students to monitor improvement and track students over time using LEM Phonics diagnostics; Pat-R in Years 1-2; LEM Diagnostic Spelling Test, PM Benchmarks P-2 and a variety of formative and summative assessments; in conjunction with and supported by our Learning Engagement Team targeted and multi-tiered interventions and whole-school tracking of individual student progress.

- Build teacher capacity to become expert teachers of Writing through developing a whole school process writing approach including strategies to diversify the skills and strategies of both staff and students by scaffolding processing of writing to make learning visible (the gradual release model), and engage students in wider & deeper writing strategies.

- We will use a continuous process in the focus area of Number to assess students’ current performance, teach to the needs of students, reassess students to monitor improvement and track students over time using Early Start in Prep; Pat-M in Years 1-2; and Gympie

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.
Alliance Diagnostic assessments; in conjunction with our Learning Engagement Team targeted and multi-tiered interventions and whole-school tracking of individual student progress.

- Build teacher capacity to become expert teachers of Mathematics (particularly Number) through warm-ups, “mental computation” strategies, number sense approaches, problem solving and open-ended questioning to diversify the skills and strategies of both staff and students. Teachers will scaffold and dissect strategies to make learning visible, and engage students in wider and deeper ranges of Mathematics strategies.
- Improving pedagogy in target areas of Reading, Writing and Number in Mathematics through modelling, observing, coaching and feedback to staff through CLASS visits, Master Teacher and HOC coaching episodes, mentor teacher coaching episodes, and both verbal and written feedback.

### Our school will improve student outcomes by

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<thead>
<tr>
<th>Description</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Employ 0.2FTE top up to ensure 2.0FTE STLaNs and fund 0.5FTE HOC leadership component to lead and manage an expert intervention team to supplement targeted small group teaching, and data-based intervention programs for individual students &amp; target groups.</td>
<td>$108,000</td>
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<tr>
<td>Employ 6 learning support teacher aides (3.16FTE) to supplement targeted small group teaching, and data-based intervention programs for individual students and target groups.</td>
<td>$185,000</td>
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<td>Purchase of extra school funded Speech Language Pathologist time (0.4FTE) &amp; extra school funded Occupational Therapist time (0.4FTE) for diagnosis &amp; early intervention for students in early years at Burpengary SS &amp; in local ECEC centres to enable better transitions to Prep for families, &amp; to provide expert advice to build teacher capacity for teaching and learning.</td>
<td>$63,000</td>
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<td>Whole-School Writing professional learning, resources and coaching</td>
<td>$16,825</td>
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<tr>
<td>Whole-School LEM Phonics professional learning, resources and coaching</td>
<td>$15,000</td>
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<td>Professional Development of staff in specific needs areas informed by data and identified for coaching.</td>
<td>$21,000</td>
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<td><strong>TOTAL</strong></td>
<td><strong>$408,825</strong></td>
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