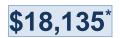
Investing for Success

Under this agreement for 2020 Bororen State School will receive



This funding will be used to

Pedagogy - Consistent Practices Prep to Year 6 in alignment with Pedagogical Framework

- Pedagogical Framework and placement clearly articulates Bororen State School's signature pedagogies is enacted in every classroom.
- Pedagogical Framework placement used at all planning days as part of core business.
- Quality reading practices across the curriculum are planned for and delivered in every classroom every day by every teacher.
- 80% improvement in student's entry to Prep Early Start data (Literacy Continuum Cluster 2) in 2021.
- 100% students achieving their Literacy Continuum Cluster level or above for their year level or their agreed individual target.
- Every student accessing a different year level curriculum (that is, with an individual curriculum plan) will achieve a 'C' standard or better against the relevant year-level achievement standards.
- 100% of Year 3 and 5 students meet National Minimum Standards (NMS) in NAPLAN Reading or agreed individual target.
- Students' relative gain from Year 3 5 is similar to or exceeding the nation and like school
- 25% of Year 3 and 5 students achieving the Upper Two Bands for reading.
- Increase the percentage of students achieving the benchmark reflected in Oral Language for Early Years (OLEY) and Phonological Metalinguistic Awareness Program (PMAP) screening tool to 80% or more

Australian Curriculum - Deeper understanding of Achievement Standards to improve A-E

- The reading demands of the Australian Curriculum are identified and taught across all learning areas.
- The teaching of reading across the curriculum and associated routines are consistent.
- Quality reading practices across the curriculum are planned for and delivered in every classroom every day by every teacher.
- 100% of student can articulate their next learning step.
- 90% of all learners are reading at a C standard or above using texts at their individual level.
- 50% of all learners are reading at an A and B standard using texts at their individual level.
- Close the Gap in the reading achievement of current Year 2 and Year 3 (2020) Aboriginal and Torres Strait Islander students by 2021.
- 90% of students are achieving C or above in English, Math and Science or individual set targets.
- Every student accessing a different year level curriculum (that is, with an individual curriculum plan) will achieve a 'C' standard or better against the relevant year-level achievement standards.
- Relative Gain between Year 3 and 5 is similar or better than that of the nation across all domains of NAPLAN.
- Relative gain between Year 3 and 5 is similar to or better than that of similar or like school across all domains of NAPLAN.
- 100% of Teachers and Teacher Aides engage in the moderation process using the 'Before, After, After, End Model'.





Our initiatives include

- Reading Hub and Professional Learning Community.
- Provide ongoing professional development and coaching to ensure teachers are able to deconstruct the Australian Curriculum: literacy demands and provide targeted and scaffolded instruction to secure highly effective teaching of reading across the curriculum in every classroom Reading Hub and Professional Learning Community.
- Consolidate collaborative data inquiry processes (to build teachers' ability to interpret data, identify and scale-up effective teaching practices and differentiate better) and next steps using vocabulary from the Reading Circle.
- Better prepare and support teacher aides to consolidate student learning in literacy (including oral language and phonemic awareness through Heggertry and Speech Sounds Pics Program (SSP) across the curriculum.
- Implement school's phonemic and phonological awareness programs in Prep Year 2 using 'Phonological Awareness'; Heggerty and SSP as the combined one tool to build student capacity.
- Provide education for parents of Prep students to support the development of oral language and early literacy and numeracy skills at home through the "Bororen Booster Backpack Program".
- Provide focused teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards.
- Build teacher capability in gathering and using evidence to determine the different year-level curriculum some students require and to develop and successfully implement challenging but achievable Individual Curriculum Plans.

Our school will improve student outcomes by

- Providing Teacher Relief scheme (TRS) to enable cohorts of teachers/leaders to engage in collaborative data inquiry, action learning, classroom visits and professional conversations.
- Providing professional development to staff on 'differentiating through planning and lessons using Universal Design for Learning (UDL).
- Providing professional development to staff on how to implement 'Heggerty and SSP' when teaching reading using the Big 6.
- Upskill teachers in the use of OneSchool using the developmental maps, individual curriculum plans, dashboard functionality.
- Proving TRS to enable Prep to Year 6 teachers use Bororen planning template with a focus on the literacy demands across the curriculum.
- Use Early Start materials across Prep to Year 2 to inform teaching, learning and resourcing, and to track progress.
- Resource and implement a professional development and coaching program to support teachers in data gathering, analysis and Alignment of pedagogical practice from Prep Year 6.
- Resource and implement a whole school approach to teaching reading.
- Resource and implement a whole school approach to the use of Information and Communication Technologies (ICT) to facilitate teaching and learning in English, Math and Science.
- Resource and implement the "Bororen Boost Backpack Program" to support development of oral language and early literacy and numeracy skills in partnership with families.

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Kim-Maree Lambert Principal Bororen State School

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Tony Cook Director-General Department of Education



*Funding amount estimated on 2019 data. Actual funding will be determined after 2020 enrolment data are finalised. Actual expenditure may vary due to changes in finalised 2020 enrolment data and student learning needs.