

# Investing for Success

## Under this agreement for 2020 Bororen State School will receive

**\$18,135\***

### 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'.



**Queensland  
Government**

## 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 Heggerty 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.



**Kim-Maree Lambert**  
Principal  
Bororen State School



**Tony Cook**  
Director-General  
Department of Education



**Queensland  
Government**