

Investing for Success

Under this agreement for 2019
Bowen State School will receive

\$269,707*

This funding will be used to

Target	Measures
Increase the percentage of students achieving a 'C' standard in English and in the U2B of writing.	<p><u>Baseline / endpoint</u></p> <ul style="list-style-type: none"> - Increase percentage of students achieving a C or better in English from 80.7% to 85%. - Increase percentage of students achieving U2B Year 3 writing NAPLAN from 32.4% to 40%. - Increase percentage of students achieving NMS Year 5 writing NAPLAN from 82% to 95% - Increase percentage of students achieving U2B Year 5 writing NAPLAN from 3.2% to 25%. - 100% of students are mapped against the writing cluster within the literacy continuum. <p><u>Comparison</u> English LOA and NAPLAN writing NMS & U2B from similar Queensland State Schools (SQSS)</p> <p><u>Monitoring</u></p> <ul style="list-style-type: none"> - % of students achieving a 'C' or better in each assessment - Data Wall - Data conversations – short term data cycles - Teacher differentiation documents - Lesson Observations - Student feedback and work samples - Mapping of students on the writing and vocabulary aspects of the Literacy continuum - Review of intervention programs
Increase the percentage of students achieving a 'C' standard in Mathematics and in the U2B of maths.	<p><u>Baseline / endpoint</u></p> <ul style="list-style-type: none"> - Increase percentage of students achieving a C or better in Maths from 86.2% to 90%. - Increase percentage of students achieving U2B Year 3 numeracy NAPLAN from 24.3% to 40%. - Increase percentage of students achieving NMS Year 5 numeracy NAPLAN from 91.4% to 93% - Increase percentage of students achieving U2B Year 5 numeracy NAPLAN from 10.3% to 30%. - 100% of students are mapped against the maths ACARA statements. <p><u>Comparison</u> Maths LOA and NAPLAN numeracy NMS & U2B from similar Queensland State Schools (SQSS)</p> <p><u>Monitoring</u></p> <ul style="list-style-type: none"> - % of students achieving a 'C' or better in each assessment - Data Wall - Data conversations – short term data conversations - Teacher differentiation documents - Lesson Observations - Student feedback and work samples - Maths mapping documents - Review of intervention programs
Provide targeted support for identified at-risk students	<p><u>Baseline / endpoint</u></p> <ul style="list-style-type: none"> - Decrease the percentage of students attending school less than 85% from 25.6% to <15%. - Decrease the number of behaviour incidents for students 'at risk'. - Increase level of engagement for students 'at risk'. <p><u>Comparison</u></p> <ul style="list-style-type: none"> - Oneschool behaviour reports - Oneschool attendance data <p><u>Monitoring</u></p> <ul style="list-style-type: none"> - % of students attending school >85% (5 weekly data cycle) - Review of behaviour incidents including SDA's - Review of intervention programs

* 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.



Our initiatives include

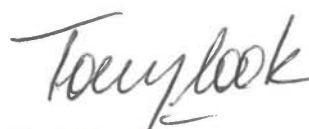
Initiative	Evidence-base
Embed Visible teaching and visible learning.	Fisher, D and Frey, N and Hattie, J, 2016 <i>Visible learning for Literacy</i> . SAGE Publications, UK. Fisher, D and Frey, N and Hattie, J, 2017 <i>Teaching Literacy in the Visible Learning Classroom</i> . SAGE Publications, UK. Fisher, D and Frey, N and Hattie, J, 2017 <i>Visible Learning for mathematics</i> . SAGE Publications, UK.
Embed instructional coaching to support quality teaching.	Knight, J 2007 <i>Instructional Coaching. A partnership approach to improving instruction</i> . Corwin Press, California. Knight, J and Knight, J and Clarkson, C, 2017 <i>The reflection guide to the impact cycle</i> . Corwin Press, California.
Provide release time to form professional learning teams for all teaching cohorts to focus on early identification and support for students at risk of not achieving a 'C' standard in English or Maths.	Sharratt, L and Fullan, M 2012 <i>Putting FACES on the data: What great leaders do!</i> Corwin, Thousand Oaks, CA.
Continue to provide 'Rock and Water' sessions to support student's wellbeing and social & emotional learning.	http://rockandwatertraining.com.au/

Our school will improve student outcomes by

Actions	Costs
Employ two full time (1.0 FTE) and one part-time (0.5FTE) experienced Learning Engagement Teachers to support targeted students.	\$169,000
Release all teaching cohorts (inclusive of class teachers, learning engagement teachers, HOC's, Head of Inclusion) to engage in professional data and planning conversations based on collaborative inquiry cycle and triangulation of data.	\$36, 000
Employ student services teacher aide to support student wellbeing for 'at risk' students.	\$17, 000
Bowen Cluster Professional Development for all teaching and leadership staff – "Visible Learning for Literacy", John Hattie.	\$10, 500



Jemille Malouf
Principal
Bowen State School



Tony Cook
Director-General
Department of Education

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