

Investing for Success

Under this agreement for 2020
Aspley State School will receive

\$279,049*

This funding will be used to

In 2020 the Investing For Success funds will be used to:

- Support an inquiry, pedagogical approach for student learning in science and transdisciplinary programmes of inquiry, by enabling increased opportunities for teacher collaboration through the strategy of *Making Time For Great Teaching*.
- Improve student's reading skills and the reading comprehension ability for students in Prep – Year 2, through additional teacher aide support to enhance guided reading lessons.
- Improve literacy and numeracy skills for students through *BOOST* (cycles of support and enrichment), using short, sharp cycles of instruction for all children, focused on a target areas which are determined by the year level teachers, after examining student achievement data.
- Enhance school communication through the employment of an *Administration Officer (AO2)* to strengthen the school corporate image and publish effective school communications through a range of media forms e.g. newsletter, website, school calendar, Facebook, Twitter, notes sent home, community coffee, student/ parent/ teacher progress meetings and significant school events.
- Enhance student's ability to achieve the *Australian Curriculum (Mathematics)* and to strengthen their thinking and problem solving skills and abilities. The purchase and use of concrete Mathematics materials, and other Mathematics resources, will enhance student learning and achievement in Mathematics.
- Purchase of *Levelled Literacy Intervention (LLI)* materials to support students who require targeted intervention to improve reading achievements as measured by the LLI benchmark system.

Our initiatives include

Item	Actions	Evidenced Based Practices for School Improvement	Targets																
1.	Employ two science teachers (1.2 FTE) who will deliver the science <i>Australian Curriculum</i> through an inquiry approach to learning, whilst supporting the collaborative planning for the <i>International Baccalaureate (IB) – Primary Years Programme (PYP)</i> , <i>Programmes of Inquiry (POI)</i> .	Students participate in specialist science lessons and are active to inquire and demonstrate learning the concepts, and related concepts, of the <i>Australian Curriculum – science</i> .	<p>Percentage of students in Years 1-6 who gain an 'A–C' for achievement, in science, on the summative report card in semester 2.</p> <table border="1"> <tr> <td>Sem 2 2017</td> <td>94%</td> </tr> <tr> <td>Sem 2 2018</td> <td>92%</td> </tr> <tr> <td>Sem 2 2019</td> <td>93%</td> </tr> <tr> <td>Sem 2 2020</td> <td>94 % (Target)</td> </tr> </table> <p>Percentage of students in Years 1-6 who gain an 'A' for achievement in science in the summative report card in semester 2.</p> <table border="1"> <tr> <td>Sem 2 2017</td> <td>14 %</td> </tr> <tr> <td>Sem 2 2018</td> <td>17 %</td> </tr> <tr> <td>Sem 2 2019</td> <td>20 %</td> </tr> <tr> <td>Sem 2 2020</td> <td>22 % (Target)</td> </tr> </table>	Sem 2 2017	94%	Sem 2 2018	92%	Sem 2 2019	93%	Sem 2 2020	94 % (Target)	Sem 2 2017	14 %	Sem 2 2018	17 %	Sem 2 2019	20 %	Sem 2 2020	22 % (Target)
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2.	Employ additional teacher aide support for the early years students (P-2) to enable literacy and numeracy development through <i>BOOST: cycles of support and enrichment</i> .	Early Start Data collection monitors student (P-2) progress in literacy and numeracy against the achievement standards. <i>BOOST: Cycles of support and enrichment</i> enable all children to succeed through focused and targeted, small group instruction.	Monitor Early Start data P-2 (literacy) for each student. PM Benchmark -Reading <table border="1" data-bbox="933 280 1455 824"> <thead> <tr> <th>Prep</th> <th>Benchmark</th> <th>0-4</th> <th>5-6</th> <th>7-10</th> <th>11+</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>108</td> <td>10</td> <td>14</td> <td>37</td> <td>47</td> </tr> <tr> <td>%</td> <td></td> <td>9%</td> <td>13%</td> <td>34%</td> <td>44%</td> </tr> <tr> <td>2020 Target</td> <td></td> <td>5%</td> <td>10%</td> <td>30%</td> <td>55%</td> </tr> </tbody> </table> <table border="1" data-bbox="933 474 1455 633"> <thead> <tr> <th>Yr 1</th> <th>Benchmark</th> <th>0-9</th> <th>10-15</th> <th>16-18</th> <th>19+</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>108</td> <td>8</td> <td>20</td> <td>18</td> <td>62</td> </tr> <tr> <td>%</td> <td></td> <td>7%</td> <td>19%</td> <td>17%</td> <td>57%</td> </tr> <tr> <td>2020 Target</td> <td></td> <td>3%</td> <td>12%</td> <td>25%</td> <td>60%</td> </tr> </tbody> </table> <table border="1" data-bbox="933 667 1455 824"> <thead> <tr> <th>Yr 2</th> <th>Benchmark</th> <th>0-16</th> <th>17-21</th> <th>22-25</th> <th>26+</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>111</td> <td>10</td> <td>23</td> <td>40</td> <td>38</td> </tr> <tr> <td>%</td> <td></td> <td>9%</td> <td>21%</td> <td>36%</td> <td>34%</td> </tr> <tr> <td>2020 Target</td> <td></td> <td>7%</td> <td>15%</td> <td>38%</td> <td>40%</td> </tr> </tbody> </table>	Prep	Benchmark	0-4	5-6	7-10	11+	Number	108	10	14	37	47	%		9%	13%	34%	44%	2020 Target		5%	10%	30%	55%	Yr 1	Benchmark	0-9	10-15	16-18	19+	Number	108	8	20	18	62	%		7%	19%	17%	57%	2020 Target		3%	12%	25%	60%	Yr 2	Benchmark	0-16	17-21	22-25	26+	Number	111	10	23	40	38	%		9%	21%	36%	34%	2020 Target		7%	15%	38%	40%
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3.	<ul style="list-style-type: none"> Employ an administration officer (1.0 FTE A02) to support school communications and operations. 	Additional A02 staff will support the school communication strategy to produce regular communications including: newsletters; Webpage; Facebook; Twitter; electronic sign; brochures; posters; and corporate communications to support timely communications within the school community and beyond.	School Opinion Survey <table border="1" data-bbox="933 907 1236 1191"> <thead> <tr> <th colspan="3">S2025: This school keeps me well informed.</th> </tr> <tr> <th>Year</th> <th>School</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>73%</td> <td>88%</td> </tr> <tr> <td>2018</td> <td>77%</td> <td>89%</td> </tr> <tr> <td>2019</td> <td>68%</td> <td>89%</td> </tr> <tr> <td>2020 Target</td> <td>82%</td> <td>-</td> </tr> </tbody> </table> <table border="1" data-bbox="933 1225 1236 1538"> <thead> <tr> <th colspan="3">S2029: The school provides useful information on line.</th> </tr> <tr> <th>Year</th> <th>School</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>78%</td> <td>88%</td> </tr> <tr> <td>2018</td> <td>85%</td> <td>88%</td> </tr> <tr> <td>2019</td> <td>79%</td> <td>88%</td> </tr> <tr> <td>2020 Target</td> <td>85</td> <td>-</td> </tr> </tbody> </table>	S2025: This school keeps me well informed.			Year	School	State	2017	73%	88%	2018	77%	89%	2019	68%	89%	2020 Target	82%	-	S2029: The school provides useful information on line.			Year	School	State	2017	78%	88%	2018	85%	88%	2019	79%	88%	2020 Target	85	-																																				
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4.	<ul style="list-style-type: none"> Aspley State School will purchase additional Mathematics equipment to assist student learning and achieve the demands of the <i>Australian Curriculum</i>. 	Australian Catholic University, (Andrea McDonough) cites in <i>Australian Primary Mathematics Classroom</i> , Vol 22, Number 1, 2016 that: -manipulatives can be helpful for student development of - Mathematical understandings; -Mathematics lessons that incorporate concrete materials can stimulate children's higher order thinking.	Year level Mathematics kits are further resourced and available for borrowing from the library. NAPLAN -Numeracy <table border="1" data-bbox="933 1742 1465 1926"> <thead> <tr> <th rowspan="2">NAPLAN</th> <th colspan="2">Year 3</th> <th colspan="2">Year 5</th> </tr> <tr> <th>School</th> <th>Nation</th> <th>School</th> <th>Nation</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>440</td> <td>409</td> <td>514</td> <td>494</td> </tr> <tr> <td>2018</td> <td>431</td> <td>408</td> <td>503</td> <td>494</td> </tr> <tr> <td>2019</td> <td>431</td> <td>408</td> <td>521</td> <td>496</td> </tr> </tbody> </table>	NAPLAN	Year 3		Year 5		School	Nation	School	Nation	2017	440	409	514	494	2018	431	408	503	494	2019	431	408	521	496																																																
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5.	<ul style="list-style-type: none"> Purchase <i>Levelled Literacy Intervention (LLI) Benchmark Assessment Kits</i> and where necessary resources to support assessment of reading for all students and targeted students. Resources support targeted instruction in reading and reading comprehension for identified students. 	<i>Levelled Literacy Intervention (LLI)</i> is a powerful, short term intervention strategy that provides regular intensive, small group instruction and supports classroom literacy teaching. Research evidence demonstrates that LLI advances literacy learning of students who experience reading and writing difficulties.	<i>LLI Benchmark Kits</i> are used to provide accurate assessment for all students. Targeted students demonstrate improvement in reading achievements as measured by <i>LLI Benchmark Kit</i> . Targeted students set achievable reading goals.
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Our school will improve student outcomes by

In 2020 Aspley State School will:

- Employ two Science teachers (1.2 FTE) who will teach the *Australian Curriculum – Science* teaching through applying an inquiry pedagogical approach and scientific investigation methods, which deepen the student's scientific conceptual understandings. This action, also supports collaborative planning through *Making Time For Great Teaching* initiative, where teaching teams plan for the *International Baccalaureate (IB) – Primary Years Programme (PYP) Programmes of Inquiry (POI)*.
- Employ administration officer/s (1.0 FTE) (AO2) to support effective and timely school communications and operations.
- Employ additional teacher aides in the early years classrooms to support literacy and numeracy development to enable the *BOOST: Cycles of Support and Enrichment* for all students.
- Aspley State School will purchase additional hands on Mathematics equipment to assist student learning using concrete and conceptual support materials and resources.
- Purchase of additional *Levelled Literacy Intervention (LLI) Benchmark Assessment Kits*, and where necessary other materials, to support the assessment of student literacy and subsequent literacy intervention for targeted students.

Action	Amount
<i>Making Time for Great Teaching - Science Teachers (1.2 FTE)</i>	165 000
Administration Officer –Communications (1.0 FTE)	53 000
Teacher Aide – P-2 Literacy	45 049
Mathematics Resources	10 000
Literacy Resources (LLI) / Benchmark Assessment Kits	6 000
Total Amount	\$ 279 049

d. Griffith-Baker

28 February 2020

Ms Leann Griffith-Baker
Principal
Aspley State School

David Kerr

28 February 2020

Mr David Kerr
School council chair
Aspley State School



Queensland
Government