

Investing for Success

Under this agreement for 2021
Aspley State School will receive

\$311 565*

This funding will be used to

Investing for Success will directly support the *Aspley State School Strategic Plan 2020-2023* and *Annual Implementation Plan – 2021*. These resources will be used to:

- Achieve the full implementation of the *Australian Curriculum* through a structured, inquiry, pedagogical approach for student learning and teaching.
- Enable teachers to collaboratively plan, teach and assess transdisciplinary *Programmes of Inquiry* (POIs) which engage students to achieve the *Programme Standards and Practices* of the *International Baccalareate (IB) – Primary Years Programme (PYP)*.
- Engage additional teacher aide support to enhance key student learning programmes in literacy and numeracy, including BOOST. BOOST is an enrichment program, to strengthen the achievement for all students, through specific targeted teaching for small focus groups of students. Student assessment data drives teachers planning, teaching for the diverse range of students.
- Provide two specialist science teachers (1.4 FTE), to collaboratively plan with year level teachers, to provide specialist science lessons. This initiative creates collaborative planning, moderation time for teams of teachers through the *Making Time For Great Teaching* initiative.
- Engage an additional Administration Officer (A02 0.9 FTE) to support and enhance regular school community communications.
- Purchase reading resources and assessment kits to support student achievement in reading as measured by standardised reading scores assessments.
- Purchase additional mathematics resources to support student learning in mathematics through the use of hands-on mathematics equipment that increases student learning outcomes.



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Our initiatives include

Item	Actions	Evidenced Based Practices for School Improvement	Targets																																																																					
1.	Employ two science teachers (1.4 FTE) who will deliver the science <i>Australian Curriculum</i> (Science) through an inquiry approach to learning, whilst supporting the <i>Making Time For Great Teaching</i> collaborative planning for the <i>International Baccalaureate (IB) – Primary Years Programme (PYP), 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 %</td></tr> <tr><td>Sem 2 2021</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>24 %</td></tr> <tr><td>Sem 2 2021</td><td>24 % (Target)</td></tr> </table>	Sem 2 2017	94%	Sem 2 2018	92%	Sem 2 2019	93%	Sem 2 2020	94 %	Sem 2 2021	94% (Target)	Sem 2 2017	14 %	Sem 2 2018	17 %	Sem 2 2019	20 %	Sem 2 2020	24 %	Sem 2 2021	24 % (Target)																																																	
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2.	Employ additional teacher aides to support students literacy and numeracy development, including <i>BOOST: cycles of support and enrichment</i> for all students.	<p>Early Start Data collection monitors student (P-2) progress in literacy and numeracy against the achievement standards.</p> <p><i>BOOST: Cycles of support and enrichment</i> enable all children to succeed through focused and targeted, small group instruction.</p>	<p>Monitor Early Start data P-2 (literacy) for each student in Ppre – Year 2.</p> <p>PM Benchmark -Reading</p> <table border="1"> <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 rowspan="2">2020</td> <td>% Target</td> <td>5%</td> <td>10%</td> <td>30%</td> <td>55%</td> </tr> <tr> <td>% Achieved</td> <td>12%</td> <td>15%</td> <td>22%</td> <td>51%</td> </tr> <tr> <td>2021</td> <td>% Target</td> <td>9%</td> <td>12%</td> <td>28%</td> <td>51%</td> </tr> </tbody> </table> <table border="1"> <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 rowspan="2">2020</td> <td>% Target</td> <td>3%</td> <td>12%</td> <td>25%</td> <td>60%</td> </tr> <tr> <td>% Achieved</td> <td>7%</td> <td>25%</td> <td>17%</td> <td>51%</td> </tr> <tr> <td>2021</td> <td>Target</td> <td>5%</td> <td>15%</td> <td>25%</td> <td>55%</td> </tr> </tbody> </table> <table border="1"> <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 rowspan="2">2020</td> <td>% Target</td> <td>7%</td> <td>15%</td> <td>38%</td> <td>40%</td> </tr> <tr> <td>% Achieved</td> <td>10%</td> <td>27%</td> <td>34%</td> <td>29%</td> </tr> <tr> <td>2021</td> <td>% Target</td> <td>7%</td> <td>20%</td> <td>38%</td> <td>35%</td> </tr> </tbody> </table>	Prep	Benchmark	0-4	5-6	7-10	11+	2020	% Target	5%	10%	30%	55%	% Achieved	12%	15%	22%	51%	2021	% Target	9%	12%	28%	51%	Yr 1	Benchmark	0-9	10-15	16-18	19+	2020	% Target	3%	12%	25%	60%	% Achieved	7%	25%	17%	51%	2021	Target	5%	15%	25%	55%	Yr 2	Benchmark	0-16	17-21	22-25	26+	2020	% Target	7%	15%	38%	40%	% Achieved	10%	27%	34%	29%	2021	% Target	7%	20%	38%	35%
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3.	<ul style="list-style-type: none"> Employ an administration officer (A02 0.9 FTE) to support and enhance school communications and operations. 	<p>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.</p>	<p>School Opinion Survey</p> <table border="1" data-bbox="938 203 1236 562"> <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</td> <td>82%</td> <td>n/a</td> </tr> <tr> <td>Target</td> <td></td> <td></td> </tr> <tr> <td>2021</td> <td>82%</td> <td>-</td> </tr> <tr> <td>Target</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="938 600 1236 958"> <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</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>Target</td> <td>85%</td> <td></td> </tr> <tr> <td>2021</td> <td>85%</td> <td>-</td> </tr> <tr> <td>Target</td> <td></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	82%	n/a	Target			2021	82%	-	Target			S2029: The school provides useful information on line.			Year	School	State	2017	78%	88%	2018	85%	88%	2019	79%	88%	2020	n/a	n/a	Target	85%		2021	85%	-	Target		
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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>. 	<p>Australian Catholic University, (Andrea McDonough) cites in <i>Australian Primary Mathematics Classroom</i>, Vol 22, Number 1, 2016 that:</p> <ul style="list-style-type: none"> -manipulatives can be helpful for student development of - Mathematical understandings; -Mathematics lessons that incorporate concrete materials can stimulate children's higher order thinking. 	<p>Year level Mathematics kits are further resourced and available for borrowing from the library.</p> <p>NAPLAN -Numeracy</p> <table border="1" data-bbox="938 1182 1465 1480"> <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>Year</td> <td></td> <td></td> <td></td> <td></td> </tr> <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> <tr> <td>2020</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>2021</td> <td>432</td> <td>-</td> <td>521</td> <td>-</td> </tr> <tr> <td>Target</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	NAPLAN	Year 3		Year 5		School	Nation	School	Nation	Year					2017	440	409	514	494	2018	431	408	503	494	2019	431	408	521	496	2020	-	-	-	-	2021	432	-	521	-	Target														
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5.	<ul style="list-style-type: none"> Purchase resources to support targeted instruction in reading and reading comprehension for identified students. Purchase <i>Levelled Literacy Intervention (LLI) Benchmark Assessment Kits</i> to support assessment of reading for all students and target students. 	<p><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.</p>	<p><i>LLI Benchmark Kits</i> are used to provide accurate assessment for students. Target students are measured by <i>LLI Benchmark Kit</i> to provide accurate reading scores. Targeted students set achievable reading goals.</p>																																																						

Our school will improve student outcomes by

Investing for Success will directly support the *Aspley State School Strategic Plan 2020-2023* and *Annual Implementation Plan – 2021*. These resources will be used to achieve / purchase:

• Additional teacher aide support for student learning	\$ 46 565
• Additional science teachers (1.4 FTE) to enable inquiry pedagogy and <i>Making Time For Great Teaching</i> -collaborative year planning.	\$ 175 000
• Communications Officer (.9 FTE)	\$ 60 000
• Reading resources and and assessment kits	\$ 15 000
• Mathematics resources	\$ 15 000
Total	\$ 311 565

d. Griffith-Baker

28 February 2020

Ms Leann Griffith-Baker
Principal
Aspley State School

DJK

28 February 2020

Mr David Kerr
School council chair
Aspley State School



**Queensland
Government**