

# Investing for Success

Under this agreement for 2019  
Aspley State School will receive

**\$ 279 049\***

## This funding will be used to

Target	Measures
<p>1. Support an inquiry pedagogy, through specialist science teachers to provide science lessons for yr 1-6 students, transcending the Australian Curriculum to:</p> <ul style="list-style-type: none"> <li>increase the number of students achieving A-C in summative reports in Semester 2 2019; and,</li> <li>increase the number of P-6 students achieving A in summative reports in Semester 2 2019.</li> </ul>	<ul style="list-style-type: none"> <li>Students participate in specialist science lessons and develop skills of inquiry</li> <li>Students learn science concepts and related concepts from the Australian Curriculum</li> <li>Baseline data           <ul style="list-style-type: none"> <li>-Science % of students achieving A-C, Sem 2, Report Card 2017 was 94%.</li> <li>-Science % of students achieving A-C, Sem 2, Report Card 2018 was 92%.</li> </ul> </li> <li>Targets           <ul style="list-style-type: none"> <li>-Science % of students achieving A-C, Sem 2, Report Card 2019 94% .</li> <li>-Science % of students in P-6 achieving A, Sem 2 2019. From 12% in 2017 ; 15 % in 2018; to 16% in 2019.</li> </ul> </li> </ul>
<p>2. Improve student writing performance through an explicit teaching focus to increase: student motivation to write; daily sustained writing practice; and explicit instruction in writing processes and rules. A strong focus on audience, persuasive devices and sentence structure will be enacted. Target measured by:</p> <ul style="list-style-type: none"> <li>year 3 NAPLAN –writing Mean Scale Score (MSS)</li> <li>year 5 NAPLAN writing Mean Scale Score (MSS)</li> <li>year 3 NAPLAN –writing for Upper 2 Bands</li> <li>year 5 NAPLAN -writing for Upper 2 Bands (MSS)</li> </ul>	<ul style="list-style-type: none"> <li>Students articulate and enact writing learner goals</li> <li>Baseline/endpoint:           <ul style="list-style-type: none"> <li>NAPLAN Writing NMS Year 3: 438 in 2018 to 439 in 2019 (National Average 407)</li> <li>NAPLAN Writing NMS Year 5: 462 in 2018 to 465 in 2019 (National Average 465)</li> <li>NAPLAN Upper 2 Bands (U2B) MSS, Year 3: 61 in 2018 to 62 in 2019 (National Average 42)</li> <li>NAPLAN Upper 2 Bands (U2B) MSS, Year 5: 2018 14.3 to 14.5 in 2019 (National Average 13.8)</li> <li>NAPLAN Grammar and Punctuation, Year 3 2018 478 to 480 in 2019 (National Average 432)</li> <li>NAPLAN Grammar and Punctuation, Year 5: 540 in 2018 to 545 in 2019 (National Average 504)</li> </ul> </li> <li>Comparison:           <ul style="list-style-type: none"> <li>NAPLAN Writing (Year 3 and Year 5) at Aspley SS compared to the National Mean Scalescore (MSS) and the Queensland Mean Scale Score (MSS)</li> </ul> </li> <li>Monitoring:           <ul style="list-style-type: none"> <li>English A-C, Semester 2 Report Card 87% in 2018 to 90% 2019.</li> <li>Number of students identified as EAL/D and bandscaled in OneSchool</li> </ul> </li> </ul>

\* 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.



	<ul style="list-style-type: none"> <li>○ Number of Indigenous students identified in OneSchool</li> <li>○ Teacher planning documents, lesson observations and feedback</li> <li>○ Student application of feedback through writing work samples</li> <li>○ Moderation of writing work samples, at year level and with other schools</li> <li>○ Movement on P-10 Literacy continuum</li> <li>○ Editing Skills work samples in student portfolios</li> </ul>
<ul style="list-style-type: none"> <li>● Close the Gap in reading for indigenous and Project 5 students in P-3 as measured by individual learning plans for students and individual targets in reading.</li> </ul>	<ul style="list-style-type: none"> <li>○ Using <i>Leveled Literacy Intervention</i> (LLI) benchmarking and teaching resources, monitor the progress and support the P-3 student achievements in reading and through the implementation of <i>BOOST: Cycles of Support and Enrichment</i> to improve reading scores of children through the explicit teaching of reading by expert staff.</li> <li>○ BOOST: Targeted teaching of reading</li> <li>○ Monitoring <ul style="list-style-type: none"> <li>○ <i>Early Start</i> data 2018-2019</li> <li>○ Year 3 NAPLAN literacy achievement for indigenous students</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Enable teacher collaboration through <i>Making Time for Great Teaching</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Teachers plan for learning, assess student achievement and moderate student achievement data to achieve consistency against the exemplars from the Australian Curriculum.</li> <li>○ Teachers engage in peer lesson observation and feedback.</li> <li>○ Teachers engage in planning, teaching and reviewing two transdisciplinary IB inquiry units in 2019.</li> </ul>
<ul style="list-style-type: none"> <li>● Support enhanced communication within the school community.</li> </ul>	<ul style="list-style-type: none"> <li>○ School community communications occur through website, newsletter, calendar, Facebook, notes sent home, absence notifications, email, community coffee, parent/carer information sessions, and parent/ student / teacher interviews.</li> <li>○ Monitoring School Opinion Survey results: S2025: This school keeps me well informed. Parents 76.5% in 2018 to a target of 88.6 % in 2019, or per state average. S2029: School provides useful information on-line. 85% in 2018 to 87.9% in 2019, or per state average.</li> </ul>
<ul style="list-style-type: none"> <li>● Provide additional teacher aide hours to support the student learning in early years</li> </ul>	<ul style="list-style-type: none"> <li>○ Engagement of additional teacher aide hours to support the early years student learning and literacy achievement</li> <li>○ Monitoring <ul style="list-style-type: none"> <li>○ <i>Early Start</i> Data 2018-2019</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Purchase \$10 000 of mathematics resources</li> </ul>	<ul style="list-style-type: none"> <li>○ Purchase of <i>hands on</i> mathematics resources to support student learning and explicit teaching of mathematics through a resource audit of the Australian Curriculum.</li> <li>○ Accession mathematics resources.</li> </ul>

## Our initiatives include

- Employment of two part-time Science teachers (1.4FTE) to provide specialist science lessons and support inquiry based methods to teaching Science. This action supports student engagement in science as measured by summative Report Card (Semester 2) grade in *Effort* and *Achievement*.
- The science teachers support the explicit teaching of science, linking concepts to a transdisciplinary approach. This strategy also supports *Making Time For Great Teaching* which enables 40 hours for each classroom teacher for collaboration, planning, assessment and moderation of student achievement to achieve the Australian Curriculum and standards. *Teaching strategies that actively engage students in the learning process through scientific investigations are more likely to increase conceptual understanding that are strategies that rely on more passive techniques, which are often necessary in the current standardised assessment laden educational environment.* © 2009 Wiley Periodicals, Inc. J Res Sci Teach 47: 474–496, 2010.

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- Employment of additional teacher aide hours in the early years to support explicit reading instruction and *BOOST: Cycles of Support and Enrichment* to improve the results of target indigenous students P-3 and all students P-3. *Visible Learning For Literacy* by Fisher, Frey and Hattie, outlines the effect size gain through explicit instruction of literacy.
- Provide additional mathematics resources for explicit teaching of the Australian Curriculum –mathematics. Additional resources will support the improved student outcomes in numeracy.
- Increase the teacher aide hours in P-3 to support improved early literacy skill development as reflected in the *Early Start Data* collection and the assessment of numeracy in the Summative Report for (Semester 2) A-E.
- Enhance school communications and links to community through effective school operations and use of the *QParents*, school website, newsletters, and social media to increase parental and community engagement.
- Purchase *Levelled Literacy Intervention* materials and a Benchmark Assessment Kit to support literacy development and *BOOST Cycles of Support and Enrichment* for all students and for students who are markedly below their year level in reading as identified in Project 5. *Levelled Literacy Intervention* (LLI) is an evidenced based approach to provide children a sequence of teaching episodes directly related to their reading goals and reading improvement.

### Our school will improve student outcomes by

Investing For Success Funds in 2019 will be \$279 049 in 2019. This includes:

Employment of Science Teachers (1.4FTE )	165 000
Additional Administration Officer –Communications	53 000
Additional Teacher Aide hours to support literacy P-3	45 049
Mathematics resources	10 000
Levelled Literacy Intervention (LLI) materials	6 000
<b>Total</b>	<b>\$279 049</b>

*d. Griffith-Baker*

Mrs Leann Griffith-Baker  
Principal  
Aspley State School

*clh*

Mr Cameron Langton  
School council chair  
Aspley State School

Date: 22.02.2019

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