



Investing for Success

Under this agreement for 2019
SPRINGFIELD CENTRAL STATE SCHOOL will receive

\$260 500*

This funding will be used to:

Ensure every student at Springfield Central State School reads, achieves and succeeds through an approach that inspires a life-long passion for reading.

'Raise the Bar': READING TARGETS

- Sustain Year 3 NAPLAN Reading U2B (upper two bands) at **64.8%** - remain above State Schools (**50.5%**) (**53.1% National**)
- Sustain Year 3 NAPLAN Reading NMS (national minimum standard) **100%** (**Regional target**)
- Improve Year 5 NAPLAN Reading U2B (upper two bands) from **25.8%** to similar to state schools (**34.4%**) (**38.5% National**)
- Improve Year 5 NAPLAN Reading NMS (national minimum standard) from **97.7%** to **100%**
- Decrease the number of prep students 'below or approaching' end of year school benchmark of Level D F&P (Fountas and Pinnell) 2018
- Provision of Intensive Levelled Literacy Intervention to 100% of identified students (refer: SCSS F&P benchmark)

ENGLISH ACHIEVEMENT TARGETS

Reduce the number of students 'At Risk' (D, E & N)

Data Set: 2018 Semester 2 Reporting Period

TOTAL STUDENTS = 920					
English A = 72	English B = 293	English C = 367	English D = 164	English E = 19	English N = 0

YEAR LEVEL DISTRIBUTION AT RISK STUDENTS 2018 ENGLISH (D – E & N) TARGETS						
PREP	YEAR 1	Year 2	Year 3	Year 4	Year 5	Year 6
32%	22%	20%	8%	14%	23%	20%

SCHOOL INSTRUCTIONAL READING BENCHMARK TARGETS

In Term 4 2018 there were 928 students of whom 278 sat below school based reading instructional level benchmark = 29.9%. We aim to reduce the number of students below benchmark in 2019. (refer targets)

2018 YEAR LEVEL	No. Students T4 2018	No. students BELOW Benchmark T4 2018	% Students BELOW Benchmark T4 2018	2019 Term 4 TARGETS Number of students as at Feb 15 2019 Percentage of Students Below SCSS Reading Benchmark		
PREP	134	40	29%	PREP	154	<25%
YEAR 1	151	35	23%	YR 1	150	<25%
YEAR 2	131	47	35.8%	YR 2	158	<20%
YEAR 3	148	39	26.3%	YR 3	138	<25%
YEAR 4	121	22	18.8%	YR 4	161	<20%
YEAR 5	137	55	40.1%	YR 5	136	<18%
YEAR 6	106	40	37.7%	YR 6	152	<30%

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised.



Our Reading Inquiry Objective is to:

BUILD THE CAPACITY OF ALL TEACHERS TO IMPLEMENT THE AUSTRALIAN CURRICULUM AS EXPERT TEACHERS OF READING THROUGH REFLECTIVE PRACTICE, COACHING AND COLLECTIVE EFFICACY.

Our initiatives to address this include:

Continuation Expert Teacher READING positions to support school improvement agenda.

Provision of coaching, co-teaching and mentoring (differentiated delivery in response to READING scale of proficiency data) for all classroom teachers.

Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional growth and encourage reflective practice.

Develop, resource and implement a professional learning program to develop a shared understanding of data literacy and facilitate shared ownership of class, cohort and whole school data. Support teachers to regularly and effectively use data to inform targeted teaching and build capability in the teaching of reading.

Provision of executive coaching and responsive professional learning for executive, curriculum and teacher leadership team members to develop capability as facilitators of collaboration.

Provision of targeted professional learning for parent body.

Provide opportunity for teachers to develop deep understanding of the Australian Curriculum: English (general capability, content descriptors and achievement standards) through robust intra and inter school moderation.

Provision of intensive Levelled Literacy Intervention to all children who do not reach school reading benchmarks. (part funded)

Continue provision of weekly HIPP sessions. (Hubs innovating on pedagogy and practice) With an effect size of 1.57, Collective Teacher Efficacy is ranked as the *number one* factor influencing student achievement (Hattie, 2016). Collective teacher efficacy, as an influence on student achievement, is a contribution that comes from the school – not the home nor the students themselves. According to the Visible Learning Research CTE is beyond three times more powerful and predictive of student achievement than socio-economic status. It is more than double the effect of prior achievement and more than triple the effect of home environment and parental involvement. It is also greater than three times more likely to influence student achievement than student motivation and concentration, persistence, and engagement.

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Our school will improve student outcomes by

ACTION	ALLOCATION
<ul style="list-style-type: none"> Recruit .6 FTE (full time equivalent) Expert Teacher: READING (part funded I4S) 	\$25 000
<ul style="list-style-type: none"> Resourcing reading inquiry 'actions' to meet identified problems of practice and objectives. 	\$10 000
<ul style="list-style-type: none"> Professional Learning resources - Book Study 	\$5 000
<ul style="list-style-type: none"> Employ additional specialists to enable weekly hub release time to enable innovation on pedagogy and practice, collaborative learning, internal/external moderation and case study processes. 	\$150 000
<ul style="list-style-type: none"> Prep HIPP (Hubs innovating on pedagogy and Practice days: (3 per semester per teacher) 36 TRS 	\$15 800
<ul style="list-style-type: none"> 25 hours weekly paraprofessional Levelled Literacy Intervention 	\$39 000
<ul style="list-style-type: none"> Executive Coaching and professional learning (including Visible Literacy PD) for curriculum leaders. (building leadership density) 	\$14 000
<ul style="list-style-type: none"> Literacy Solutions Parent Learning Session 	\$1700
TOTAL	260500



Angela Gooley
Principal
Springfield Central State School



Joseba Larrazabal
School Council Chair
Springfield Central State School

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