



# Investing for Success

Under this agreement for 2020  
**SPRINGFIELD CENTRAL STATE SCHOOL** will receive

**\$338 770\***

## 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

- Increase Year 3 NAPLAN Reading U2B (upper two bands) at **45.9%** -to above State Schools (**48.2%**) & national (**52.9%**)
- Sustain Year 3 NAPLAN Reading NMS (national minimum standard) **98.5%** above state (**95.3%**) & national (**96.1%**)
- Improve Year 5 NAPLAN Reading U2B (upper two bands) from **34.6%** to **40%** maintaining above state (**33.1%**) & national (**37%**)
- Improve Year 5 NAPLAN Reading NMS (national minimum standard) from **97.7%** to **100%** sustaining above state and national
- Decrease the number of prep students 'below or approaching' end of year school benchmark of Level D F&P (Fountas and Pinnell) 2020
- Provision of Intensive Levelled Literacy Intervention to 100% of identified students in years P - 4 (refer: SCSS F&P benchmark)

### BUILD TEACHER CAPABILITY: Teachers of Reading

- Qualitative data abstracted from teacher to expert teacher scale of proficiency conferences:
- scale of proficiency data, individual growth, cohort and overall team growth

### ENGLISH ACHIEVEMENT TARGETS

Reduce the number of students 'At Risk' (D, E & N)  
 Data Set: 2019 Semester 2 Reporting Period

TOTAL STUDENTS = 1084					
English A = 71	English B = 337	English C = 489	English D = 171	English E = 11	English N = 1

YEAR LEVEL DISTRIBUTION AT RISK STUDENTS 2019 ENGLISH (D – E & N) TARGETS						
PREP (169)	YEAR 1 (150)	Year 2 (153)	Year 3 (142)	Year 4 (168)	Year 5 (141)	Year 6 (157)
13%	18%	23%	23%	14%	15%	14%

### SCHOOL INSTRUCTIONAL READING BENCHMARK TARGETS

In Term 4 2019 there were 914 (prep to year 5) students of whom 354 sat below school based reading instructional level benchmark = 32.3%. We aim to reduce the number of students below benchmark in 2020. (refer targets)

2019 YEAR LEVEL	No. Students T4 2019	No. students BELOW Benchmark T4 2019	% Students BELOW Benchmark T4 2019	2020 Term 4 TARGETS		
				Number of students as at Day 8 2020	Percentage of Students Below SCSS Reading Benchmark	
PREP	169	49	28.9%	PREP	134	<25%
YEAR 1	152	53	34.8%	YR 1	178	<20%
YEAR 2	157	95	60.5%	YR 2	152	<25%

\* Funding amount estimated on 2019 data. Actual funding will be determined after 2020 enrolment data are finalised.



YEAR 3	140	50	35.7%	YR 3	154	<30%
YEAR 4	159	63	39.6%	YR 4	141	<25%
YEAR 5	137	44	32.1%	YR 5	172	<30%
YEAR 6				YR 6	145	<30%

**Our Inquiry Objective (no.4) is to:**

Support and challenge students to “know and grow” themselves as great readers to ensure that they:

- understand learning intentions and own their learning goals (know what they are learning),
- apply a range of learning strategies (know how they will learn it),
- use success criteria to determine next steps (know how they will know they have learned it) and
- know how they will celebrate their learning.

**Our initiatives to address this include:**

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 (CTE), 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.

Engage with Visible Learning School IMPACT process providing a long term, sustainable solution to improve student learning and achievement through a model of professional learning designed to put the research of John Hattie into action school wide. The first of a three year partnership, 2020 is dedicated to building a foundation of visible learning knowledge and planning for success developing an action plan for achieving school wide success.

Identify and build capacity of Visible Learning IMPACT Coaches to lead and support the school leadership team to undertake an active instructional leadership role in the implementation of the Visible Learning action plan.

Capacity building and coaching development for Expert Teacher READING positions to support school improvement agenda. READING scale of proficiency conversations for all classroom teachers.

Provision of support for classroom teachers to define and unpack effective practices relating to our explicit improvement agenda and what these practices look like in the classroom through weekly Watching others Make Magic time. (WOMM)

Provision of targeted professional learning for parent body and professional author visit.

Promote professional learning and collective excellence in pedagogy and practice through book study process. (once per semester) Opportunity for school-wide discussions of ways to improve, collaborate, authentic share ideas, challenge assumptions and explore new approached.

Partnership with University of Queensland (Peter Ellerton) to develop thinking leaders. In their roles as Teaching for Thinking IMPACT coaches, aspiring thinkers will develop and implement a whole school teaching for thinking framework and approach.

*Kanold, T, 2017, HEART Fully forming your professional Life as a Teacher and Leader, Hawker Brownlow, Victoria, Australia*

*Walpole, S & McKenna, M 2018, How to Plan Differentiated Reading Instruction, New York, The Guildford Press.*

*Donohoo, J, 2017, Collective Efficacy, Sage Publications, USA*

*Fisher, D, Frey, N and Hattie, 2016 VISIBLE LEARNING in LITERACY: Implementing the practices that work best to accelerate student learning, Corwin, California, USA.*

*Hattie, J & Zierer, K, 2018, 10 Mindframes for Visible Learning, TEACHING FOR SUCCESS, Routledge Taylor and Francis Group, London and New York.*

*Ellerton, Peter, 2018, On critical thinking and collaborative inquiry, EDUCATION FUTURE FRONTIERS: Occasional paper series. University of Queensland.*

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## Our school will improve student outcomes by

ACTION	ALLOCATION
<ul style="list-style-type: none"> <li>Employ additional specialist teacher to provide 30 minutes per week to all classroom teachers to enable WOMM.</li> </ul>	\$96490
<ul style="list-style-type: none"> <li>Corwin Partnership</li> </ul>	\$24800
<ul style="list-style-type: none"> <li>Teaching for Thinking Capacity Building and UQ/IMPACT partnership</li> </ul>	\$14000
<ul style="list-style-type: none"> <li>Visible Learning IMPACT Coaches (5 coaches x 5 days = 25 TRS)</li> </ul>	\$11000
<ul style="list-style-type: none"> <li>Explicit Instruction IMPACT Coaches (4 coaches x 3 days)</li> </ul>	\$5280
<ul style="list-style-type: none"> <li>Professional Learning resources - Book Study</li> </ul>	\$7000
<ul style="list-style-type: none"> <li>Employ additional specialists to enable weekly hub release time to enable innovation on pedagogy and practice, collaborative learning, EIA focussed learning, data literacy development and case study processes.</li> </ul>	\$73500
<ul style="list-style-type: none"> <li>HIPP (Hubs innovating on pedagogy and practice) resources</li> </ul>	\$1000
<ul style="list-style-type: none"> <li>Heggarty training for early years teachers (8 TRS)</li> </ul>	\$3500
<ul style="list-style-type: none"> <li>Executive Coaching and professional learning for curriculum leaders. (building leadership density)</li> </ul>	\$4000
<ul style="list-style-type: none"> <li>Release time for Reading scale of proficiency conversations with Expert Teachers</li> </ul>	\$5200
<ul style="list-style-type: none"> <li>Literacy Solutions Parent Learning Session</li> </ul>	\$1000
<ul style="list-style-type: none"> <li>Cameron Slezzer author visit</li> </ul>	\$800
<b>TOTAL</b>	<b>\$338770</b>

*DuFour, R and DuFour, R 2012 The School Leader's Guide to Professional Learning Communities at Work Hawker Brownlow Education, Victoria.*



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