***Investing for Success***

**Under this agreement for 2022**

**Springfield Central State School will receive**

 **$346 081\***

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| **This funding will be used to:** |

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| **Strategy: *Sustain a deep focus on the EIA, with rigorous review processes to ensure signature strategies, approaches and initiatives are continuing to produce desired student and whole- school improvements.****Measures:* **ENGLISH ACHIEVEMENT TARGETS**Sustain the number of students achieving A-C ENGLISH in all year level cohorts

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| **YEAR LEVEL DISTRIBUTION: Students achieved A – C ENGLISH Semester 2 2021** **NOTE: Regional Target Prep to Year 2 2022 = 90% SCSS TARGETS 2022** |
| **PREP (145)** | **YEAR 1 (129)** | **Year 2 (179)** | **Year 3 (160)** | **Year 4 (157)** | **Year 5 (152)** | **Year 6 (165)** |
| **(N= 135) 93%** | **(N=117) 91%** | **(N=159) 89%** | **(N=132) 83%** | **(N=141) 90%** | **(N=140) 92%** | **(N=153) 93%** |
| **SUSTAIN** | **SUSTAIN** | **SUSTAIN** | **▲90%** | **▲90%** | **SUSTAIN** | **SUSTAIN** |

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| **YEAR LEVEL DISTRIBUTION: Indigenous Students achieved A – C ENGLISH Sem 2 2021** **NOTE: Regional Target Prep to Year 2 2022 = 90% SCSS TARGETS 2022** |
| **PREP (8)** | **YEAR 1 (6)** | **Year 2 (9)** | **Year 3 (3)** | **Year 4 (5)** | **Year 5 (7)** | **Year 6 (9)** |
| **(N= 8) 100%** | **(N=5 ) 83%** | **(N=6) 67%** | **(N=2) 67%** | **(N=4) 80%** | **(N=5) 71%** | **(N=5) 56%** |
| **SUSTAIN** | **SUSTAIN** | **▲90%** | **▲90%** | **▲90%** | **▲90%** | **▲90%** |

Increase the number of students achieving *valid and reliable* As and Bs in English***NOTE: Metropolitan Region Targets P-2 = 55% A & B*** **SCSS YEAR 1 – 6 TARGET >90% A – C** **SCSS YEAR 1 – 6 TARGET 55% A & B****Baseline Data Set: 2021 Semester 2 Reporting Period**

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| **ENGLISH ACHIEVEMENT A&B Semester 2 2021 TARGETS 2022** |
| **PREP (145)** | **YEAR 1 (129)** | **Year 2 (179)** | **Year 3 (160)** | **Year 4 (157)** | **Year 5 (152)** | **Year 6 (165)** |
| **A&B 72 %** | **A&B 51%** | **A&B 50%** | **A&B 31%** | **A&B 46%** | **A&B 40%** | **A&B 48%** |
| **A 16%** | **A 14%** | **A 8%** | **A 4%** | **A 13%** | **A 9%** | **A 12%** |
| **B 56%** | **B 37%** | **B 42%** | **B 26%** | **B 33%** | **B 31%** | **B 36%** |

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| **ENGLISH ACHIEVEMENT INDIGENOUS A&B Semester 2 2021 TARGETS 2022** |
| **PREP (8)** | **YEAR 1 (6)** | **Year 2 (9)** | **Year 3 (3)** | **Year 4 (5)** | **Year 5 (7)** | **Year 6 (9)** |
| **A&B 88 %** | **A&B 17%** | **A&B 11%** | **A&B 0%** | **A&B 20%** | **A&B 14%** | **A&B 22%** |
| **A 13%** | **A 17%** | **A 0%** | **A 0%** | **A 0%** | **A 0%** | **A 0%** |
| **B 75%** | **B 0%** | **B 11%** | **B 0%** | **B 20%** | **B 14%** | **B 22%** |

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| **Our initiatives include** |

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| ***As we progress our English Inquiry our aim is to:*****Support and challenge students to “know and grow” themselves as great readers and writers in English and across the curriculum****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.**

***As we progress our Visible Learning journey in partnership with CORWIN our aim is to:**** + **embed the four core components of a visible learner, building teacher professional practice so as students: use learning dispositions, understand how to learn, are ‘assessment capable’ and can seek, give, receive and act on effective feedback.**

**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 second of a three-year partnership, is dedicated to establishing a school wide shared understanding of what constitutes a ‘Great Learner’ all the while developing assessment capable students. We will adopt learner dispositions and explore Learning Intent and Success Criteria. (LISC)

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 with a focus on the Visible Learner strand.

Capacity building and coaching development for Expert Teacher READING & WRITING position to support school improvement agenda. READING scale of proficiency conversations for all classroom teachers with a likely expansion to include writing.

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

Continue to support teachers to align curriculum, pedagogy, assessment and reporting; and ensure consistency of teacher judgments against the AC achievement standards through clearly defined internal and external moderation processes:

* + *expand student folios to all Learning Areas*
	+ *Embed timelines and processes for school-based moderation that reflects the before, after, after, end model.*
	+ *Facilitate school-based folio moderation at the end of each semester.*
	+ *Facilitate pre and post moderation for all 2022 English units*
	+ *Engage with regional T&L team to build collective understanding and refinement of assessment and moderation practices*
	+ *Further develop external moderation opportunities with local coalition schools (both state and private schools)*

Implement with fidelity in prep and year 1 a structured synthetics phonics program with a clearly articulated why, what and how. Recruit a coach to support a consistent and responsive implementation, utilising a chain of evidence to capture change in practice and student learning outcomes.

Sounds Write is a highly structured, multi-sensory, systematic synthetic phonics program. The evidence-based linguistic Sounds Write program is incremental and teaches students how the alphabetic code works. Fundamentally, it teaches students the key skills required to be effective readers

Professionally develop all 2023 Year 2 classroom teachers before the end of the year in preparation to expand implementation of sounds write in 2023 to include all prep to year two students.

Provision of targeted professional learning for parent body, form both internal and external providers.

***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.***

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

***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***

***Stuart, Laura 2009, The Science of Reading Evidence for a new era of reading instruction. The Reading League.***

***National Inquiry into the Teaching of Literacy ‘Report and Recommendations’ 2005***

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| **Angela Gooley**PrincipalSpringfield Central State School |  |

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| **Our school will improve student outcomes by** |

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| ***ACTION*** | **ALLOCATION** |
| * Sounds Write Training 2022 Prep and Year 1 teachers
 | $26 000 |
| * Sounds Write Training: ELT/CLT & year 2 teachers in readiness for 2023
 | $26 000 |
| * Sounds Write Resources – decodable books
 | $10 000 |
| * Early Years Literacy Coaching (Structured synthetic phonics) 0.5 FTE
 | $52 000 |
| * Refining our curriculum, pedagogy and moderation practices (0.5 HOC)
 | $73 596 |
| * Curriculum Review (maths project team)
 | $10 000 |
| * Visible Learning – Corwin partnership: Building staff capability ($9000 unpaid 2021)
 | $50 000 |
| * Release for Expert Teacher: Reading & Writing (0.7 FTE)
 | $67 000 |
| * Supporting Transitions (Kelly Fourie)
 | $10 700 |
| * Angela Ehmer: parent early years literacy learning opportunity
 | $1 000 |
| * English Project Team release (28 days TRS)
 | $13 500 |
| * Book Study
 | $6 285 |
| **TOTAL** | **346 081** |