

# Investing for Success

Under this agreement for 2020  
Russell Island State School will receive

**\$110,723\***

## This funding will be used to

| Target  | Measures   |
|---|--|
| <p><u>Student Wellbeing Targets</u></p> <p>Attendance:</p> <ol style="list-style-type: none"> <li>1. Improve overall attendance to 90% or above</li> <li>2. Reduce % of students below 85% attendance</li> </ol> <p>PBL Targets-</p> <ol style="list-style-type: none"> <li>1. Reduction in student major incidents</li> <li>2. Decrease in number of students in yellow and red zones</li> </ol> | <ul style="list-style-type: none"> <li>• <b>Baseline / endpoint:</b> <ul style="list-style-type: none"> <li>○ Whole school Attendance Semester 1 and Semester 2 ( 2018)</li> <li>○ School Headline Attendance Data (2018)</li> <li>○ Whole School Attendance Data ( 2019)</li> <li>○ PBL SET data 2018 and 2019</li> <li>○ School SDA Headline data</li> <li>○ SOS data-student, parent, staff response to behaviour management</li> </ul> </li> <li>• <b>Comparison:</b> <ul style="list-style-type: none"> <li>○ State Schools expected attendance percentage of 93%</li> </ul> </li> <li>• <b>Monitoring:</b> <ul style="list-style-type: none"> <li>○ Daily class attendance and class weekly percentage</li> <li>○ Tracking system for students 'at risk'</li> <li>○ Term data from PBL Committee ( OneSchool Incidents)</li> </ul> </li> </ul> |
| <p><u>Reading Targets</u></p> <p>Increase percentage of Year 5 students at NMS to 100% and U2Bs to &lt; 30%</p> <p>Maintain percentage of Year 3 students at NMS at 100% and increase U2Bs above 30%</p> <p><u>Writing Targets</u></p> <p>Increase percentage of Year 3 and 5 students at NMS to 100% and U2Bs to &lt; 30%</p>  | <ul style="list-style-type: none"> <li>• <b>Baseline / endpoint:</b> <ul style="list-style-type: none"> <li>○ School Profile data ( 2018, 2019)</li> <li>○ NAPLAN Yr 3 and 5 Reading NMS and U2Bs (2018, 2019)</li> <li>○ English A-E Sem 2 (2018, 2019)</li> <li>○ PAT-R ( 2018)</li> <li>○ Early Start Prep, Yr 1 and 2 ( Term 4 2018, 2019)</li> </ul> </li> <li>• <b>Comparison:</b> <ul style="list-style-type: none"> <li>○ distance travelled historically ( by student) for same length of teaching time</li> </ul> </li> <li>• <b>Monitoring:</b> <ul style="list-style-type: none"> <li>○ Term by Term predictions on students' English A-E data</li> <li>○ Student reading formative assessment in PLTs</li> <li>○ Student writing formative assessment in PLTs</li> </ul> </li> </ul>  |



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## Our initiatives include

|   |   |
|---|---|
| <p>Build a positive class and school environment to encourage attendance and student engagement through positive school and home relationships.</p> <ul style="list-style-type: none"> <li>• Assembly Weekly Awards to top 3 classes-average attendance for the week</li> <li>• End of term class rewards for reaching 93% and above and 95% and above.</li> <li>• Students with 98-100% each Semester acknowledged on Assembly with certificates and in newsletter.</li> <li>• Class teachers employ "Positive Psychology strategies from BSEM and Zones of Regulation</li> <li>• Students supported in employing Zones of regulation and BSEM strategies</li> <li>• Increasing visibility and access to local support services and community agencies to families with children with a higher level of needs.</li> <li>• Building a culture of Inclusivity</li> </ul> | <ul style="list-style-type: none"> <li>• <i>NATIONAL CENTER FOR SCHOOL ENGAGEMENT. (2007). Pieces of the Truancy Jigsaw: A literature review. An initiative of the Colorado Foundation for Families and Children. Accessed via <a href="http://www.schoolengagement.org">www.schoolengagement.org</a> December 2010.</i></li> <li>• <i>A background paper Performance Insights: School Attendance has been developed to provide comprehensive information about trends and issues in student attendance in Queensland state schools.</i></li> <li>• <i>Berry Street Education Model: Building relationships through positive psychology</i></li> <li>• <i>Kupers, L (2011) The Zones of Regulations</i></li> </ul>  |
| <p>Embed best teaching and learning practices in reading and writing through the continuation of PLTs through:</p> <ul style="list-style-type: none"> <li>• Using student reading behaviours as criteria to measure improvement in reading</li> <li>• Using student writing samples for regular formative assessment and moderation to measure improvement in writing.</li> <li>• Using the Literacy Continua to monitor and lift student outcomes in English, through: Aspects of Reading; Aspects of Comprehension, Aspects of Writing</li> <li>• Building teacher capacity in goal setting and feedback.</li> <li>• Implement Direct Teaching of spelling across years 1-6</li> <li>• Implementing Inquiry Process to monitor effectiveness of the improvement strategy</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Review student performance data regularly (John Hattie)</i></li> <li>• <i>Sharratt, L &amp; Fullen, M – Putting Faces on the Data, Corwin Publication 2012, which reinforces Hattie's effect sizes and links into our data cycles.</i></li> <li>• <i>Focusing on the Big Six. (Ken Rowe – National Inquiry into the Teaching of Literacy (Australia)2005) (National Reading Panel US, 2000) (DETE The Reading Blocks of a Comprehensive Reading Framework (2014)</i></li> <li>• <i>DET: School Improvement Model</i></li> <li>• <i>Improving Writing Actionable Playbook</i></li> <li>• <i>Improving Reading Actionable Playbook</i></li> <li>• <i>SER Approach to Writing Improvement in P-10</i></li> </ul> |

## Our school will improve student outcomes by

| 1. Actions  | Cost   |
|---|--|
| <p>All staff engaged with BSEM PD and Zones of Regulation PD to build positive relationships with students and build capacity in best practice in engaging with students who have complex needs.</p>  | <p>Regional provided PD through Mental Health Coaches. Staff led BSEM and Zones of Regulation PD</p> |
| <p>Staff collaboratively engage with the Student Learning and Wellbeing Framework, through the Reflection Tool.<br/>Assess and Scan, identify strengths, priorities and develop action plan.<br/>Engage with Regional Mental Health Coach for feedback. Framework-Reviewed through staff / student / school community feedback.</p> | <p>\$ 5000 Staff PD</p>  |



| 2. Actions  | Costs                                       |
|---|---|
| Implementation of PLTs to monitor, map student reading and writing outcomes and support teacher capacity in collection and use of data                                      | \$ 5 723 for extra NCT and school based NCT |
| Multi Lit for all students below C in Literacy in Years 3-6   | \$25 000 for TAs                            |
| Engaging TAs across the classes to deliver intervention through Support-A-Talker; Phonemic Awareness Program; speech language programs and support in guided reading groups | \$60 000 for TAs                            |
| Provision of extra SLP time to support the early years' classes   | \$10 000                                    |

| 3. Actions   | Cost   |
|--|--|
| Teachers and Principal to identify U3B students in Year 3 -6 via data<br>Track improvement in Literacy at regular checkpoints<br>Continue developing teacher capacity in identifying, teaching and assessing the cross curriculum, literacy and numeracy demands and capabilities of HOT across KLA curriculum units | Through school based NCT and PLTs                    |
| Identified students enrolled into IMPACT reading and problem solving projects  | \$5 000  |
| Identified ATSI students enrolled into SOLIDPATHWAYS   | School Staff supervision costs through school funds. |



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Russell Island State School



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