Investing for Success

Under this agreement for 2018
Albany Creek State School will receive

$225 700*

This funding will be used to

Core Improvement Priority:
To achieve standards consistent with 0.2 standard deviation or more than 'National Like Schools Performance Data' in all domains and to record school gains (Years 3 – 5) in all domains above that of 'National Like Schools'.

School Improvement Priorities 2018:
Writing, Reading, Language Conventions, Numeracy, Feedback and Science, Technology, Engineering, The Arts and Mathematics (STEAM)

Six school improvement priorities have been identified collaboratively for 2018. Year level teaching teams have been engaged in activities to enable each team to collaboratively respond to each 'whole of school priority' and to identify explicit actions that the year level team will embrace to focus on the priority and to realise targets detailed in the school's other strategic documents.

The Leaders of Learning for each year level, via weekly year level meetings are responsible for reviewing progress towards the attainment of targets and facilitating combined teacher efficacy to deliver sustainable outcomes. This process demands intelligent accountability for the targeted use of Investing for Success (I4S) resources.

The Investing for Success funding will enable specific targeted programs to be delivered. Each of these programs is aligned to six core School Improvement Priorities as listed above and detailed below.

Progress will be monitored at the weekly meeting of the Leadership Team following the ongoing aggregations of data gleaned through weekly year level meetings attend by leaders of learning.

The Leaders of Learning line management responsibilities will also facilitate processes to monitor specific I4S initiatives.
These programs and others are intended to:
- Increase the percentage of students in the upper two bands in all domains.
- Improve performance to be consistent with 'Like Schools'; to achieve standards consistent with 0.2 standard deviation or more than 'National Like Schools Performance Data'.
- Maintain a strong 'relative gain' for all domains evidenced in Year Five National Assessment Program – Literacy and Numeracy (NAPLAN) Data.
- Ensure all Aboriginal and Torres Strait Islander students achieve better than National Minimum Standards (NMS).
- Enhance professional capacity and student learning outcomes by the continued employment of a Head of Curriculum (HOC) to support the Reading to Learn / Learning to Read professional development initiatives aligned to the School's Pedagogical Framework and ensure that actions are aligned to evidenced based decision making.
- Provide release for teachers participating in the Reading to Learn (R2L) coaching initiatives, mentoring activities and 'watching others work' opportunities, including Information and Communication Technology (ICT) innovations to facilitate same.

- Continue high levels of support for the refinement of Early Start initiatives to inform strategic decision making processes aligned to intervention programs and year level specific curriculum planning priorities.
- Implement additional diagnostic testing assessment in Year 5 and Year 3 to inform actions to enhance the attainment of essential literacy and numeracy competencies.
- Support the continuation and expansion of existing school based intervention and literacy enhancement programs including:
  - The Early Start Program and the links to the Australian Curriculum;
  - Home Literature Program;
  - The Oral Language Program;
  - Speech Language Program;
  - Specific targeted intervention activities for students in Years 3, and Year 5 in Semester One and Years 2 and 4 in Semester Two, and;
  - Purchase of targeted resources, and;
  - The employment of additional personnel to enhance the implementation and delivery of these specific priorities through 'level lifters programs'.

Our initiatives include

- **Writing / Reading Intervention (School Priority 1 and 2)**
- **Speech Pathologist Aide (School Priority 1 and 2)**
- **Early Start (School Priority 1 and 2)**
- **Intervention Teacher Release Time/Teacher Aide (TA) Time & Resources – Professional Support Staff – Head of Curriculum Head of Curriculum (HOC) (School Priority 1 and 2)**
- **Data Interrogation & Administration (Feedback Project) (School Priority 5)**
- **School Funded Salaries (School Priorities 1-6)**
- **Strategic Strategies linked to Moving Literacy Forward (Regional Priorities) & School Improvement Priorities (School Improvement Priorities 1-6)**
- **Level Lifters Support (School Improvement Priority 1 and 2)**
- **Mathletics (School Improvement Priority 4)**
- **ICT Support (School Improvement Priority 1 and 2)**
- **Cultural Activities and Extension (School Priority 1 and 2)**

Our school will improve student outcomes by

Early Start:
Synopsis of Actions:

- Early Start Data will be collected for Prep classes on entry and end of year. Data will be collected by a trained teacher aide one on one with each student. Each teacher will be taken off class for a full day to implement the reading and writing component with their students.
- Early Start Data to be collected for Year 1 and Year 2 at the end of the year. The gathering of the data will be conducted by teacher aides 'one on one', class teacher 'one on one' and also in some small groups with the class teacher.
- Data will be interrogated to look at specific student results and also to look at class and year level strengths and areas for improvement.
- Data will be analysed and responded to through year level moderation and planning sessions.

Implementing and enhancing focused intervention activities:
Synopsis of Actions:
• Screening and intervention programs in Prep and Year 1, and identified students in other year levels, as listed below in Speech Language Interventions.
• Additional teacher aide time provided across all year levels to enhance focussed intervention activities and intensive strategies in Reading to Learn cycle.
• Experienced teachers providing additional specific targeted intervention activities for students in Years 3, and Year 5 in Semester One and Years 2 and 4 in Semester Two.
• Differentiation Committee meeting to oversee differentiation programs. (Weekly)
• School Support Committee meeting once a fortnight to table and monitor programs and students' progress.
• Recording of intervention/extension programs and reports with listed intervention/support strategies on OneSchool.

Speech language initiatives:
Synopsis of Actions:
• Screening of Prep students with speech concerns, scoring of screeners, identifying future actions (Term 1 and 2)
• Speech Language teacher aide runs Prep intervention programs post Prep screening (Term 3 and 4)
• Year 1 post intervention screening (Term 3)
• Speech Language teacher aide runs Year 1 intervention programs based on screening results post Prep intervention programs. (Terms 1 and 2)
• Speech Language Pathologist attends and reports to School Support committee. (Once a fortnight)
• Speech Language Pathologist meets with Deputy Principal (DP) to negotiate upcoming term's plan and case load. (End of every term)
• Speech Language Pathologist conducts new assessments, therapy and or programming as required, monitoring of screening and intervention programs, Individual Education Plan (IEP) input where required.
• Speech language teacher aide to provide individual support programs for identified students in middle and upper year levels.

Year level actions for Writing:
Year level commitments to each school improvement priority are embedded in the agenda documents prepared for each year level's weekly planning meetings.
Prep:
• Use teacher aides more effectively to improve both Joint/Individual Rewriting and Joint/Individual Constructions
• Upload units, moderated writing samples and resources into the English EdStudio
• Use the Feedback for Learning Model (Feed-up, Feedback and Feed-forward) to articulate, where am I going? How am I going? And where am I going next?
Year 1:
• Review the English overview and audit unit planning for Year One
• Upload units, moderated writing samples and resources into the English EdStudio
• Ensure the English Concept Overview and the Grammar Concept Map guide planning for Language Conventions is used.
• Ensure writing tasks meet Australian Curriculum, Assessment and Reporting Authority (ACARA) standards
• Ensure consistency of planning across each year level including the 'Big Ticket Items' and the 'surface' and 'deep' statements on the Marking Guides so that these inform the teaching and learning cycle
• Clarify what success looks like through the use of exemplars and student work samples
• Daily, meaningful and purposeful writing activities. This may include writing in other curriculum areas.

- Continue with quarterly moderation of writing samples

Year 2:
- Review unit and unpack Marking Guide two weeks prior to a new unit commencing
- Review unit on completion noting successes and suggestions for improvement
- Use the Feedback for Learning Model (Feed-up, Feedback and Feed-forward) to articulate, Where am I going? How am I going? And where am I going next?
- Clarify what success looks like through the use of exemplars and student work samples
- Identify formative assessment tasks to inform teaching and learning
- Use informal assessment tasks to monitor student progress e.g. discussions, two stars and a wish, think, pair, share.
- Develop 2 Individual Constructions before the assessment task
- Use the Writing Marking Guide (6 students) to inform the next steps of learning
- Weekly discussions with students to outline positive aspects of writing and suggestions for improvement (related to the Marking Guide) Use 2 stars and a wish or 'think, pair, share' after writing lessons
- Give final feedback at the completion of a unit on how students achieved for their final writing task. (Feedback after the unit has been completed does nothing to improve the outcomes for writing.)

Year 3:
- Review the English overview and audit unit planning for Year Three
- Ensure consistency of planning across each year level including the 'Big Ticket Items' and the 'surface' and 'deep' statements on the Marking Guide so that these inform the teaching and learning cycle
- Use the Feedback for Learning Model (Feed-up, Feedback and Feed-forward) to articulate, Where am I going? How am I going? And where am I going next?
- Clarify what success looks like through the use of exemplars and student work samples

Year 4:
- Use teacher aides more effectively during: reading, writing and language conventions sessions
- Intensive strategies group work
- Attend weekly professional development (Reading to Learn Discussion Group) on effective reading, writing and language convention strategies
- Arrange opportunities for year four teachers to Watch Others Work (WOWs)
- Arrange opportunities for coaching on how to teach writing
- Develop a suite of video resources for the teachers and students
- Use the Feedback for Learning Model (Feed-up, Feedback and Feed-forward) to articulate, Where am I going? How am I going? And where am I going next?
- Use the Marking Guides to articulate 'the next step' for students
- Adopt a joint approach to feedback for writing
- Use daily warm ups as a monitoring tool to check on students' progress (publish in Word)
- Support teachers to complete the whole learning cycle from Preparing to Read to Joint and Individual Construction

Year 5:
- Provide Reading to Learn training for new teachers to Year Five
- Develop an English overview and consistent unit planning for Year Five
- Upload units, moderated writing samples and resources into the English EdStudio and OneDrive
- Provide professional support for new teachers in the Year 5 team to discuss the foundations of The Feedback Project and support them in incorporating these elements into their classroom

Year 6:
- Support teachers to complete the whole learning cycle from Preparing to Read to Joint and Individual Construction
- Use school developed Socrative grammar test to gather base line data on students' current grammar knowledge

Emphasis to be placed on:

- Joint and Individual Rewriting and Construction using Point, Evidence, Explanation, Link (PEEL) or Topic Sentence, Explanation, Example, Links (TEEL) paragraph structure (when appropriate)
- Use Sentence Making to enhance student's control of grammar in order to write fluently
- Spelling, Sentence Writing

Targets have been identified for the following school improvement priorities. An example of these targets follows:
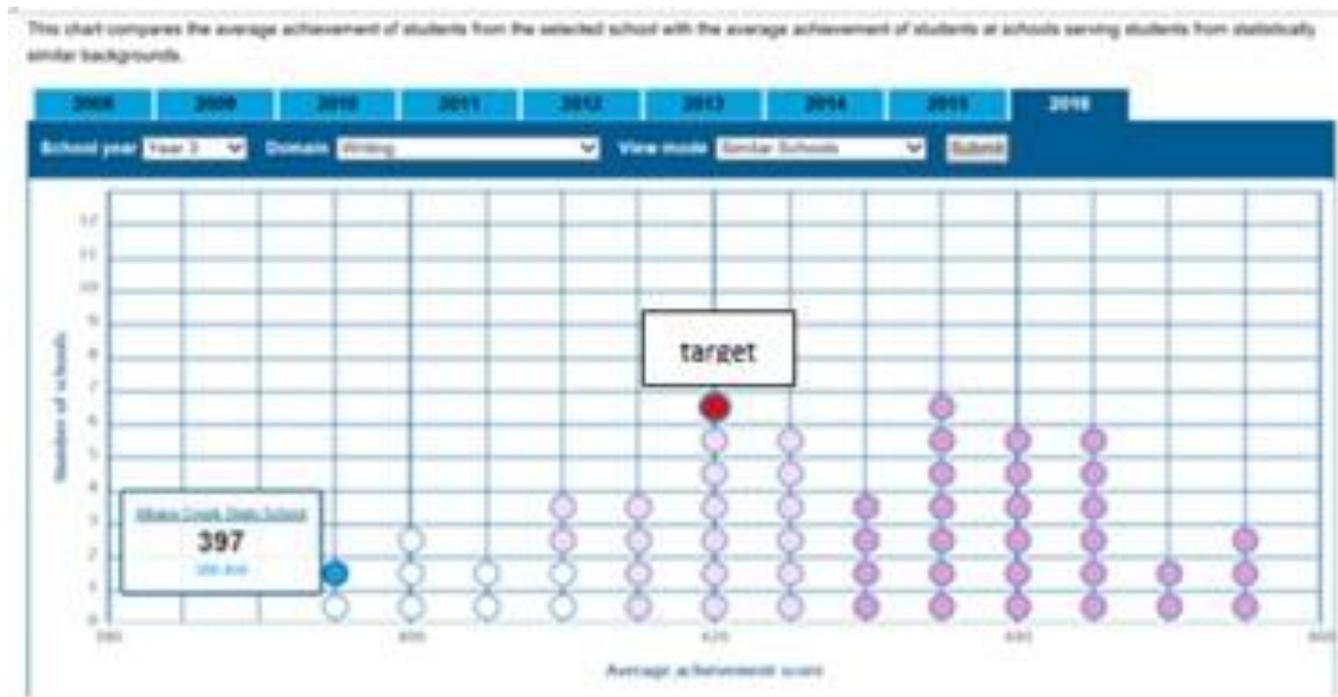
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Improvement priority: Reading

Strategy: Build capacity to improve students' reading

Year Level actions for: Reading

Prep:
•   Provide professional development for Prep teachers
•   Running Records and Miscue Analysis
•   Albany Creek State School (ACSS) Specific, Measureable, Achievable, Relevant, Timed (SMART) Reading Goals Bookmarks for Feedback purposes
•   Add a diagnostic assessment column to the Prep English Yearly Overview

Year 1:
•   Ensure reading tasks (including comprehension) meet ACARA standards
•   Ensure consistency of planning across each year level including the 'Big Ticket Items' and the 'surface' and 'deep' statements on the Marking Guide so that these inform the teaching and learning cycle
•   Make better use of OneSchool data in relation to reading
•   Running Records
•   Miscue Analysis
•   Fluency Matrix
•   Early Start
•   Complete Running Records and Miscue Analysis for all year one students
•   Collect Running Records and upload them into OneSchool
•   Make use of observations to inform the teaching and learning cycle
•   Articulating feedback that is tailored to the needs of the learner
•   Use SMART Reading Goal Bookmarks – indicating the next step to close the gap
•   Provide in class planning time to complete a full review of year one English units

Year 2:
•   Develop and distribute an overview of formative reading assessments and time frames at the start of each school year
•   Induct new staff and remind current staff of the expectations regarding formative assessment at ACSS
•   Running Records, Miscue Analysis
•   Fluency Matrix
•   SMART Reading Goal Bookmarks

Year 3:
•   Ensure consistency of planning across each year level including the 'Big Ticket Items' and the 'surface' and 'deep statements on the Marking Guide so that these inform the teaching and learning cycle
•   Support teachers to complete the whole learning cycle from Preparing to Read to Joint and Individual Constructions
•   Plan for daily meaningful and purposeful reading activities. This may include reading in other curriculum areas.

Year 4:
•   Implement the Fluency Matrix assessment task including the associated comprehension questions and then allocate SMART Reading Goal Bookmarks
•   Identify D and E English students and other students at risk and complete a running record for these students
•   Read with students each week on paperless day
•   Revise and reallocate SMART Reading Goal Bookmarks every 5 weeks
•   Plan for daily meaningful and purposeful reading activities. This may include reading in other curriculum areas (Geography and Science).

Year 5:
•   Implement the Fluency Matrix assessment task including the associated comprehension questions and then allocate SMART Reading Goal Bookmarks
•   Create fifteen Secretive questions for Cooper's Station (five literal, five inferential and five evaluative).
•   Purchase poster sized SMART Reading Goal Bookmarks
•   Display poster sized SMART Reading Goal Bookmarks to provide feedback to students (Feed-Up, Feedback and Feed-Forward)
•   Plan weekly, explicit, focus lessons based on results from formative assessment (International Competitions and Assessments for Schools (ICAS) practise booklets, Informal Prose Inventory)
•   Develop contextual inferential comprehension questions based on the 'Keys into Inference' resource.
•   Use Support Personnel strategically to enhance reading and writing outcomes to move students into the upper two bands
•   Attend regular year level meetings to discuss progress to maintain the year level focus on these priorities
•   Provide professional development for year 5 teachers
•   Informal Prose Inventory
•   Fluency Matrix
•   ACSS SMART Reading Goals Bookmarks for Feedback purposes
•   Develop and distribute an overview of formative reading assessments and timeframes at the start of each school year

Year 6:
•   Identify formative assessment tasks to inform teaching and learning
•   Use Fluency Matrix
•   Utilise Comprehension activities – both scheduled and anecdotal
•   Observations
•   Complete a Running Record and Miscue Analysis (Informal Prose Inventory) for identified students to determine the 'next step/s'
•   Utilise SMART Reading Goal Bookmarks – indicating the next step to close the gap
•   Knowing each student's reading level
•   Access information through the Support Tab on OneSchool
•   Identify students who have been monitored and followed throughout previous years of schooling
•   Reading comprehension taught through Reading to Learn (Detailed Reading and Note Making)
•   Highlighting key points of information
•   Identify the 'Big Ticket Items' and the 'surface' and 'deep' information within texts

Improvement priority: Language Conventions

Strategy: Build capacity to improve students' writing

Year Level actions for: Language Conventions:

Prep:
•   Attend professional development on Language Conventions
•   Ensure metalanguage is consistent throughout the school
•   Share ideas on how teachers differentiate and support students with additional needs
•   Unpack Australian Curriculum Concept Overview and Grammar Overview
•   Include Language Conventions in Prep English planning

Year 1:
•   Unpack Australian Curriculum Concept Overview and Grammar Overview
•   Include Language Conventions in year one English planning
•   Feed-Up – Where am I going?

- Identify the 'Big Ticket Items' regarding Language Conventions on the Marking Guide so that these inform the teaching and learning cycle.
- Teach students to identify these conventions on the Marking Guide
- Teach students to create texts using these conventions
- Feedback – How am I going?
- Use Sentence Making and writing samples to note misconceptions regarding Language Conventions and these become the focus for future lessons.

Year 2:
- Include We are learning to (WALT) What I'm looking for (WILF) This is because (TIB) in lesson planning
- Feed-Up – Where am I going?
- Identify the 'Big Ticket Items' regarding Language Conventions on the Marking Guide so that these inform the teaching and learning cycle.
- Teach students to identify these conventions on the Marking Guide
- Teach students to create texts using these conventions
- Feedback – How am I going?
- Use Sentence Making and writing samples to note misconceptions regarding Language Conventions and these become the focus for future lessons.

Year 3:
- Feed-Up – Where am I going?
- Identify the 'Big Ticket Items' and the 'surface' and 'deep' statements on the Marking Guide so that these inform the teaching and learning cycle.

Year 4:
- Plan Spelling dictation test (summative) (This needs to be formative so that it informs the teaching and learning cycle.)
- Use Daily warm ups to consolidate knowledge of Language Conventions
- Utilise Socrative: grammar test weeks 1-5 then a review of the same tests 1-5 (This needs to inform the teaching and learning cycle as well. The tests should relate to the grammar taught in Sentence Making.)

Year 5:
- Continue explicitly teaching daily Language Conventions Flipcharts (approximately 15 minutes per day)
- Use writing pre-test results to determine the teaching focus and differentiate lessons accordingly
- Use Sentence Making to explicitly teach grammar in context

Year 6:
- Use Sentence Making to explicitly teach grammar in context
- Observe students during the Sentence Making component of the lesson and clarify any misconceptions (Feedback – How am I going?).
- Encourage students to discuss knowledge of Language Conventions during Sentence Making

Improvement priority: Mathematics
Strategy: School Wide implementation of Mathletics/Mathseeds

Year Level Actions: Mathematics:

Prep:
- Implement Mathseeds productively
- Update whole school Mathematics overview
- Audit and Review Mathematics resources

Year 1:
- Identify and invite key teachers from both junior and senior school to form committee
- Upload ACSS/STEAM Mathematics curriculum documents to Ed Studios

Year 2:
- Use Mathletics – Year level plan.

- Audit – Mathematics resources
- Plan Year and term overviews

Other Considerations:
- Purchase needed resources
- Plan Professional Development (PD) - Mathletics

Year 3:
- Use Mathletics for pre-tests at the start of the year to inform student learning needs
- Use The National Assessment Program Literacy and Numeracy (NAPLAN) data to inform our teaching needs
- Ensure national curriculum statements are addressed throughout units of work
   Other Considerations:
   - Review our processes at year level meetings

Year 4 and 5
- Use Warm up activities reflect NAPLAN priorities
- Access provided to updated lessons and activities provided by Australian Curriculum suite
- Access to ACSS Mathematics curriculum overview
- Ensure Assessment tasks are consistent across the year level

Year 6:
- Introduce Mathletics (starting at level 5)
- Consolidate number facts focussing on speed of recall
- Use Standardised number facts test
- Use/Analyse Progressive Achievement Tests in Mathematics (PAT-M)
- Plan Mathematical investigations (iMaths)

Other Considerations:
- Ensure access to resources to support
- Utilise Mathletics (year level set of iPads)

Improvement priority: Feedback
Strategy: Feedback Project

Year Level actions for: Feedback

Prep:
- Identify strategies to ensure each student knows what he / she needs to do to improve his / her work.

Year 1:
- Identify strategies to ensure each student knows what he / she needs to do to improve his / her work.

Year 2:
- Identify formal and informal feedback strategies currently used.
- Identify what formal and informal feedback strategies are used in year level for both students and teachers.
- Map / plan to facilitate feedback
- Look at what can be improved, added, when this will happen and how this will occur

Year 3:
- Look through English units we are incorporating two whole text individual constructions to allow feedback before final task
- Use WALT and WILF at the beginning of lessons. Followed by questioning at the end of lessons - What did we learn? How did you go? How do you know?
- Advise - What do you need to improve? Where can you go for help?

Year 4:
- Embrace strategies to ensure each student knows what he / she needs to do to improve his/her work.
- Align actions in preparation to embrace the feedback project

Year 5:
- Use 'Marking Guide Judgements' are aligned with ACARA standards
- Request Coaching sessions in year level meetings – continue sharing good practice
- Discuss Feedback strategies embedded in writing activities

Year 6:
- Use SMART Reading Goal Bookmarks
- Create Reading to Learn Writing Feedback sheets

Improvement priority: Science, Technology, Engineering, The Arts and Mathematics (STEAM)
Strategy 1: Provide a clear vision for STEAM action in 2018

Year Level Actions: STEAM

Prep:
- Inform community – What is STEAM? (Not just iPads and computers)
- Check current ACARA & Australian Curriculum expectations with units are implemented
- Promote positive early experiences of STEAM

Year 1:
- Un-pack current ACARA & Australian Curriculum expectations
- Identify authentic STEAM opportunities
- Promote positive early experiences of STEAM

Year 2:
- Un-pack current ACARA & Australian Curriculum expectations
- Identify authentic STEAM opportunities.
- Integrate and develop units to accommodate STEAM initiatives.
- Identify tasks for semester one and semester two

Year 3:
- Review units and highlight opportunities for STEAM tasks
- Identify opportunities for professional development around STEAM

Year 4:
- Promote positive early experiences of STEAM
- Support effective STEAM learning, engagement and collaboration
- Connect educators and learners with resources, programs and specialist support
- Other Considerations:
  - Check Materials available in advance e.g. straws, marbles, plastic teaspoons
  - Allocate budgetary funds for STEAM projects
  - Utilise Twitter and Social Media to gather resources e.g. glass jars, small boxes and plant cuttings
  - Rollout a Minute to Win It Competition

Year 5:
- Review units and highlight opportunities for STEAM
- Identify professional development opportunities for year level (Lego Mindstorms)
- Incorporate Lego Mindstorms into Term 2's Science unit (Mars Rovers)
- Incorporate Quick Response Codes (QR) codes into the Term 2 space unit.

Already on Library iPads Other Considerations:
  - Budgeting for purchase of 3D pens - please can we have these soon?
  - Timetabling for 3D pens.
  - Timetabling for Lego Mindstorms from Term 2
  - Scheduling a Year 5 training session/meeting on Lego Mindstorms robots by the end of Term 1

Year 6:
- foster a culture of STEAM inquiry among students
- Identify authentic STEAM opportunities – Land Yachts
- Integrate and develop units to accommodate STEAM initiatives

* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.

Investing for Success funds are managed weekly. Investing for Success is a standing item on the weekly Leadership Team meeting agenda.

The following table has been extracted from the school's Excel file that is reviewed each week as part of standing item discussions. This and other leadership processes ensure that the school remains committed to priorities, responsive to emerging needs and strategic in the targeted use of resources to enhance learning for all.

I4S Funding Description	SUBCC	Total Budget
Writing/ Reading Intervention (School Improvement Priority 1 and 2)	207010	**$32,000.00**
Speech Pathologist Aide: Responsive to identified needs/ School Support (School Improvement Priorities 1 and 2)	207011	**$16,000.00**
Early Start: Supporting Prep to Year 2 (School Improvement Priorities 1 and 2)	207012	**$9,500.00**
Intervention Teacher Release Time/TA Time & Resources - Professional Support Staff – HOC (School Improvement Priorities 1 and 2)	207013	**$25,000.00**
Data Interrogation & Administration (Feedback Project) (School Improvement Priority 5)	207014	**$20,000.00**
School Funded Salaries (School Improvement Priorities 1 - 6)	207015	**$31,200.00**
Strategic Strategies linked to Moving Literacy Forward (Regional Priorities) & School Improvement Priorities (School Improvement Priorities 1 - 6)	207017	**$33,000.00**
Level Lifters Support (School Improvement Priorities 1 and 2)	207018	**$8,000.00**
Mathletics (School Improvement Priority 4)	207019	**$10,000.00**
ICT SUPPORT (School Improvement Priorities 1 and 2)	207020	**$31,000.00**
Cultural Activities and Extension (School Improvement Priorities 1 and 2)	207021	**$10,000.00**
Total		**$225,700.00**

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Queensland Government

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