

Investing for Success

Under this agreement for 2019
Beechmont State School will receive

\$39 248

This funding will be used to

Target	Measures
Target and track reading achievement of all Year 1 (2019) students to Year 3 (2022).	Measure reading benchmarks of students. 90 % of students attaining baseline/endpoint: <ul style="list-style-type: none"> • Prep - PM level 6 (2018) • Year 1- PM level 16 (2019) • Year 2- PM level 21 (2020) • Year 3 - PM level 30 (2021) • Year 3 NAPLAN Reading 100% NMS (2021) • Comparison: <ul style="list-style-type: none"> ○ English A–E and NAPLAN Reading NMS data from Similar Queensland State Schools (SQSS) • Monitoring: <ul style="list-style-type: none"> ○ Short term data cycles and data walls ○ Teacher planning documents and lesson observations ○ Student feedback and work samples ○ PM Benchmarks, STRIVE and Extended Reading program ○ English A–E data
Increase the % of students working from Individual Curriculum Plans (ICPs) who achieve their individually set reading goals by EOY 2019.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ English A–E data from Semester 1, 2019 to Semester 2, 2020 ○ Identified students to be on Individual Curriculum Plan and reading targets to be set at an individual level ○ PM Benchmarking at consistent junctures • Comparison: <ul style="list-style-type: none"> ○ Distance travelled compared historically (by student) for same length of teaching time (1 year) ○ Reading age/chronological age comparison • Monitoring: <ul style="list-style-type: none"> ○ Staff feedback on relevance and impact of professional learning through short term data cycles ○ Student engagement and behaviour monitored as new teaching strategies applied ○ Individual Curriculum Plan management and relevant records ○ PM Benchmarks, STRIVE or Extended Reading program ○ Student work samples

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



Our initiatives include

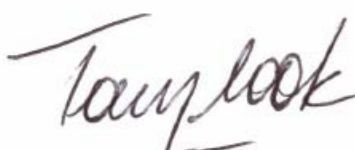
Initiative	Evidence-base
<p>1. Establish proactive and responsive school case-management approaches to all students' reading achievement by building teacher capability in:</p> <ul style="list-style-type: none"> Using short term data cycles and data walls identify students requiring support or extension using PM, short term data cycles and inclass data to inform differentiated teaching and learning of language and reading 	<p>Stuart, M and Stainthorp, R 2015, <i>Reading Development and Teaching</i>. Sage, London</p> <p>Sharratt, L, & Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, US</p> <p>Sharratt, L, 2019 <i>Clarity</i>. Corwin, California, US</p> <p>SER benchmarks for reading.</p>
<p>2. Establish effective school processes, including establishing case management</p>	<p>Sharratt, L, & Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, USA</p> <p>Sharratt, L, & Planche, B, 2016 <i>Leading Learning Collaborative</i>, Corwin, California, USA</p> <p>DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria.</p>

Our school will improve student outcomes by

Actions	Costs
Provide targeted professional learning supported by District - Leading Learning Collaborative (2019-2020)	TRS \$2000 PD \$6000
Develop case-management approach, led by existing leaders and;	TRS \$600
Review and refine case management approach for students with diverse learning needs (focus on reading) using school and regional resources	TRS \$600
Develop whole school curriculum plan, sourcing HOC to construct the documentation	\$5000
Teacher aide support	\$17, 000
Resources and subsequent professional development	\$8048



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Beechmont State School



Tony Cook
Director-General
Department of Education

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