

# Investing for Success

Under this agreement for 2022

Bluff State School will receive:

**\$12 564**

## This funding will be used to.

Target	Measures
<p>1. Improve the Numerical Reasoning of students and staff. 80% achieving C or higher in Maths by the end of the year.</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint               <ul style="list-style-type: none"> <li>○ Sem 2 Maths: A – E data tracking 2021 Y2, Y3, Y4, Y5 students until 2022</li> <li>○ PAT M: T1</li> <li>○ P-10 Numeracy continuum: Semester (Sem) 2, 2021 to Sem 2, 2022</li> <li>○ Maths: A-E Sem 2, 2021 to Sem 2, 2022 as per individual child</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ PAT M, Summative Assessment Tasks used to monitor progress and plan for next steps in student learning</li> <li>○ Teacher planning includes evidence of differentiated teaching and learning of Numerical Reasoning</li> <li>○ Records from coaching, observation and feedback activities establish change in teacher practice</li> <li>○ Student feedback and work samples</li> </ul> </li> </ul>
<p>2. Improve Level of Achievement in English. 80% achieving C or higher by the end of the year.</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint               <ul style="list-style-type: none"> <li>○ P-10 Literacy continuum: Sem 2 2021 to Sem 2 2022</li> <li>○ English A-E Sem 2 2021 to Sem 2 2022 as per individual child</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Staff feedback on relevance and impact of professional learning</li> <li>○ P-10 Literacy continuum monitoring teacher feedback on quality and implementation of units of work.</li> <li>○ Student feedback and work samples</li> <li>○ 100% staff and students are able to respond to Sharrat's 5 questions.</li> </ul> </li> </ul>
<p>3. Integrate Indigenous Perspectives through The Arts.</p>	<ul style="list-style-type: none"> <li>• Portfolio of work</li> <li>• Artwork on school building</li> </ul>

## Our initiatives include

Initiative	Evidence-based
<p>1. Professional learning communities engage regional expertise to improve teacher/aide ability to identify the writing (and reading) demands of the Australian Curriculum learning and subjects in C2C units of work through moderation phases with a particular focus on Mathematical Reasoning and Reading Comprehension.</p>	<ul style="list-style-type: none"> <li>○ Archer, Anita L &amp; Hughs, Charles A, 2011 Explicit Instruction New York USA</li> <li>○ Mzel, Hayes 2010, Why Professional development matters learning forward, USA</li> </ul>
<p>2. Teachers/teacher aides engage in student support programs to ensure curriculum integrity. Build capability in staff to use Sharrat's 5 question strategy to promote assessment literacy with staff, students and parents.</p>	<ul style="list-style-type: none"> <li>○ Sharrat &amp; Fullan, Putting Faces on the Data, 2012, USA</li> <li>○ Sharrat, Clarity, what matters most in learning, teaching and leading, 2019, USA</li> </ul>
<p>3. Consultation with local Ghungulu artists and regional support (CLAW) to embed Indigenous Perspectives in Literacy Program through The Arts.</p>	<ul style="list-style-type: none"> <li>○ Cross Curricula Priorities in the Australian Curriculum (AC), Aboriginal and Torres Strait Islanders Histories and Cultures. (The Arts )</li> </ul>



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## Our school will improve student outcomes by

Actions	Costs
1. Professional learning communities engage in-house and regional expertise (CLAW) to improve teacher ability to identify writing (and reading) demands of units of work. Professional development for staff to support literacy intervention in the areas of mathematical reasoning. Resources to support.	\$4 834
2. Providing focused literacy and numeracy intervention differentiated for each student, utilising increased teacher aide time in the school (\$6 480) and teacher aide professional development.	\$6 480
3. Claw support to incorporate Indigenous Perspectives in the Curriculum.	\$1250



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