# Investing for Success

## Under this agreement for 2019

**Balaclava State School will receive**

$330,051

This funding will be used to

<table>
<thead>
<tr>
<th>Target</th>
<th>Measures</th>
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| 1. Close the Gap in the reading achievement of current Prep to Year 2 (2019) Aboriginal and Torres Strait Islander students by 2021. | • Baseline/endpoint:  
  o English 65% C or better Year 1, Semester 2 (2019)  
  o English 65% C or better Year 2, Semester 2 (2020)  
  o English 60% C or better Year 3, Semester 2 (2021)  
  o Year 3 95% NAPLAN Reading NMS data (2020).  
  o Increase student attendance from Prep to Year 2 by 2%. Target 89% by end of 2020.  
  • Comparison:  
    o NAPLAN Reading NMS data to be above Similar Queensland State Schools (SQSS). School is currently similar to like schools.  
  • Monitoring:  
    o Teacher planning documents and lesson observations  
    o Intensive support from HoC Yrs P-2  
    o Student feedback and work samples  
    o Movement on P-10 Literacy continuum  
    o English A–E data  
    o Early Start Testing  
    o Reduction in SDA for Indigenous students  
    o Annual Performance Review (APR) process data. |
| 2. Increase the % of students in the school achieving school reading and writing benchmarks EOY 2019. | • Baseline/endpoint:  
  o P–10 Literacy continuum: Semester 1, 2019 to Semester 2, 2020  
  o English A–E, Semester 2, 2018 to Semester 2, 2019 as per Individual Curriculum Plan  
  • Comparison:  
    o Distance travelled compared historically (by student) for same length of teaching time (1 year) from 2018 to 2019  
    o Academic outcome of units from 2018 to 2019  
    o Reading age/chronological age comparison using PM Benchmark assessments.  
  • Monitoring:  
    o Intensive support from HoC Yrs 3-6  
    o Staff feedback on relevance and impact of professional learning in reading and writing  
    o Student engagement and behaviour referrals monitored as new teaching strategies applied  
    o Efficacy of Australian curriculum implementation  
    o P – 10 Literacy continuum monitoring |

*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

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Evidence-base</th>
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| Improve school case-management approaches to Indigenous students’ reading achievement by building teacher capability in:  
- Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning.  
- Build teacher capability in gathering and using evidence to differentiate the year-level curriculum identified students require to develop achievable ICP’s.  
- Build Teacher capability and skill through the feedback and coaching/mentoring framework for improvement in; reading and writing  
- Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards. | - Angelo, D 2013 'Identification and assessment contexts of Aboriginal and Torres Strait Islander learners of SAE'. Language Testing and Assessment, Vol. 2, pp. 67-102.  
| Establish effective school processes, links to community in successful transition to school in the early years by:  
- Create links with local Early Childhood centres to create smooth transitions from playgroup to Kindergarten to school.  
- Provide parent professional development sessions in reading  
- Increase the use of transition statements for students entering prep. | - Sharratt, L, & Fullan M, 2012 Putting FACES on the Data: What Great Leaders Do!, Corwin, California, USA  
- Sharratt, L & Harild G, 2015 Good to Great to Innovate, Corwin, California, USA |

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## Our school will improve student outcomes by

<table>
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<tr>
<th>Description</th>
<th>Budget</th>
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<tbody>
<tr>
<td>Providing teacher release time to enable triads of teachers/leaders to engage in collaborative data inquiry, action learning, classroom visits and professional conversations. (School funded)</td>
<td>Back to Basics Mentoring funds $60,000</td>
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<td>Employing a STEM teacher to improve student skills in readiness for STEM, Coding, Robotics, and NAPLAN online.</td>
<td>Back to Basics $75,000</td>
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<td>Employing two HoC positions (Yrs P-2 and Yrs 3-6) to: build teacher capability in the teaching of reading and comprehension of all KLA texts, development of the Whole School Literacy Plan, and the implementation and consolidation of the Reading Hierarchy and the Big 6.</td>
<td>I4S $200,000</td>
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| Employing HoC Student Engagement and Enrichment to:  
  - increase differentiated strategies to increase behaviour support,  
  - increase student identification and access to extension and enrichment initiatives,  
  - improve teacher capability in positive behaviour management,  
  - reduce suspensions thereby increasing in class learning time. | CTG.I4S $125,000 |
| Engaging John Fleming as a mentor to accelerate improvement strategies through the explicit instruction pedagogy—specifically Literacy and Numeracy. | I4S $5,000 |
| Purchasing Head of Student Services – transitions (Prep/High School), enrolments, attendance strategy to increase community engagement and attendance specifically in Prep to 2. | I4S $70,000  
0.5 Indigenous FTE |
| TOTAL | $535,000 |

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