

# Investing for Success

Under this agreement for 2020  
Springwood Central will receive

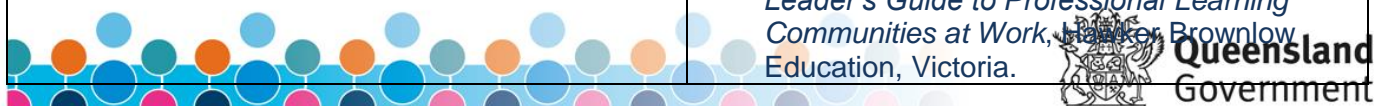
**\$150,555\***

## This funding will be used to

Target	Measures
1. All student will make at least one year's progress in their learning in Reading	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ Maintain English 70% A-C results</li> <li>○ Year 3 &amp; 5 NAPLAN Reading MSS data at like schools</li> <li>○ Pat R 0.8 Effect Size</li> <li>○ 12 month progress PM/ Probe in 2020</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ English A–E, Pat R results and NAPLAN Reading data from Similar Queensland State Schools (SQSS).</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ 80% of students will achieve literacy goals in short term data cycles</li> <li>○ Teacher planning documents and lesson observations</li> </ul> </li> </ul>
2. To reduce to number of classroom incidents by 25%	<p>Major and minor incidents</p> <ul style="list-style-type: none"> <li>• Baseline/ endpoint               <ul style="list-style-type: none"> <li>○ Reduce classroom incidents from 531 in 2019 to 400 in 2020</li> </ul> </li> <li>• Comparison/Monitoring               <ul style="list-style-type: none"> <li>○ Weekly review of major and minor incidents</li> </ul> </li> </ul>

## Our initiatives include

Initiative	Evidence-base
1. Employ a pedagogy coach to support the implementation the Australian Curriculum and improving student reading, with a focus on building the skills of guided reading.	<ul style="list-style-type: none"> <li>• Cameron, S, 2009, Teaching Reading Comprehension Strategies, Pearson Australia, Melbourne</li> <li>• Cameron, S &amp; Dempsey, L, 2019, The Reading Book, S&amp;L Publishing, Auckland</li> </ul>
2. Maintain and improve effective school wide positive behaviour for learning processes and systems.	<ul style="list-style-type: none"> <li>• Simonsen, B &amp; Myers, D, 2014, Classroom Positive Behaviour Intervention and Supports, Guilford Press, New York</li> </ul>
3. Maintain and improve effective school processes and pedagogy through participating in the Leading Learning Collaborative and using cycles of inquiry within professional learning teams (PLTs)	<ul style="list-style-type: none"> <li>• Sharratt, L., 2019, Clarity What Matters Most in Learning, Teaching and Leading, Corwin, Thousand Oaks</li> <li>• Sharratt, L, &amp; Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, USA</li> <li>• DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker, Brownlow Education, Victoria.</li> </ul>



**Our school will improve student outcomes by total funds: 192098 (150555 + \$41543 carry over from 2019)**

1. Actions	Costs
<ul style="list-style-type: none"> <li>• Employ staff and resources to support teachers to plan, implement and embed whole school approach to reading teaching and learning</li> <li>• Provide professional learning to build capacity for our Professional Learning Teams to incorporate the elements of High Performance Teams</li> </ul>	\$186339

2. Actions	Costs
<ul style="list-style-type: none"> <li>• To refine and develop procedures based on data, which support staff to confidently help students to make positive behaviour choices, increasing their learning opportunities and keeping all students and staff safe within the school environment.</li> <li>• Utilise the SCSS Train the Trainer team to build staff capacity and confidence.</li> </ul>	\$5759



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