

# Investing for Success

Under this agreement for 2020

Bundamba State Secondary College will receive

**\$745 312\***

This funding will be used to		
Action/Target	Measure/Comparison	Monitoring
1. Increase the proficiency of readers by continuing multi-tiered reading intervention.	<ul style="list-style-type: none"> <li>Improvement across intervention and year from baseline for each student.</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post Testing Results</li> <li>Progress Reports</li> </ul>
2. Maximise senior outcomes (QCE, ATAR and VET) to provide baseline measure for New QCE curriculum.	<ul style="list-style-type: none"> <li>&gt;85% QCE</li> <li>100% QTAC offers</li> <li>&gt;90% completion VET/SBA and Traineeships</li> </ul>	<ul style="list-style-type: none"> <li>Targeted pathways discussions</li> <li>Academic tracking processes</li> <li>Individual data</li> </ul>
3. Increase student engagement, attendance, behaviour and belonging. Continue building teacher capacity with behaviour management via participating in Classroom Profiling on an individual and faculty basis.  4. Increased student engagement in junior secondary years with implementation of a Flexible Learning Area (Flexispace) for identified groups.  5. Implement Berry Street signature practices into Year 7/8 class routines.	<ul style="list-style-type: none"> <li>2019 Behaviour referral data</li> <li>2019 Attendance data</li> </ul>	<ul style="list-style-type: none"> <li>2020 Term based behaviour referral data</li> <li>2020 Term based attendance data</li> <li>Staff feedback on impact of professional learning</li> <li>Responsiveness to individual and faculty based profiling.</li> <li>Monitoring of student engagement attendance, behaviour and belonging.</li> </ul>
6. Maintain academic rigor in AC units via collaborative planning (including TTR strategies, explicit and consistent teaching of cognitions), calibration, moderation and review.  7. Undertake TTW (Tactical Teaching Writing) as a school wide approach to improving student writing.	<ul style="list-style-type: none"> <li>AC Subject Achievement Data</li> </ul>	<ul style="list-style-type: none"> <li>Student work samples.</li> <li>Student report data</li> <li>Teacher planning documentation</li> <li>Teacher moderation practices</li> <li>Teacher feedback on impact of professional collaboration.</li> <li>Teacher pedagogical improvement – embedding Gradual Release of Responsibility 2020.</li> </ul>

Our initiatives include:	
Initiative	Evidence Base
<b>Action 1/6/7</b> Continue intervention with Quicksmart, Multi-Lit, Mac-Lit and Mini-Lit for students identified for intervention. Continue to implement TTR (Tactical Teaching Reading) strategies in every curriculum unit Years 7-12. Train all staff to implement TTW (Tactical Teaching Writing) strategies and commence explicit use of strategies in curriculum units Years 7-12.	Sharratt, L, & Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, <i>Corwin, California, USA</i>  Fisher, D, Frey, N, & Hattie, J, Visible Learning for Literacy, 2016, Corwin, California, USA  <a href="https://grattan.edu.au/wp-content/uploads/2017/02/Engaging-students-creating-classrooms-that-improve-learning.pdf">https://grattan.edu.au/wp-content/uploads/2017/02/Engaging-students-creating-classrooms-that-improve-learning.pdf</a>



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<b>Action 2</b> Implement refined individualised case-management approach to senior outcome data.	Sharratt, L, & Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, <i>Corwin, California, USA</i>
<b>Action 3/4/5/7</b> Develop staff expertise through professional development, implemented fully to classroom practice including: <ul style="list-style-type: none"> <li>• Classroom Profiling Training</li> <li>• Berry Street Training</li> <li>• Tactical Teaching Writing</li> </ul>	Sharratt, L, & Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, <i>Corwin, California, USA</i>
<b>Action 4</b> Provide targeted professional learning (ESCM, Classroom Profiling) supported by teacher feedback and observation data.  Develop classroom practices and teacher pedagogy to reflect implementation of professional learning.	Putting the Jigsaw Together: Flexible Learning Programs in Australia <a href="http://dusseldorp.org.au/wp-content/uploads/2014/09/Victoria-Institute-1-7-MB2.pdf">http://dusseldorp.org.au/wp-content/uploads/2014/09/Victoria-Institute-1-7-MB2.pdf</a>  Leithwood, K, Harris, A & Strauss, T, 2010 Leading School Turnaround: How Successful Leaders Transform Low Performing Schools, Wiley & Sons, San Francisco, USA  <a href="https://grattan.edu.au/wp-content/uploads/2017/02/Engaging-students-creating-classrooms-that-improve-learning.pdf">https://grattan.edu.au/wp-content/uploads/2017/02/Engaging-students-creating-classrooms-that-improve-learning.pdf</a>
<b>Action 6</b> Continue collaborative planning, review, reading and writing strategies to ensure AC delivery with fidelity 2020.	Metropolitan Region   Strategic Plan 2023 BSSC Strategic Plan 2019 – 2022 BSSC AIP 2020

### Our school will improve student outcomes by

Teacher Release to further develop implementation of AC and New QCE with fidelity, supported by professional development, coaching, collaborative planning, whole of school moderation.	TRS \$ 50 000 Coaching and Mentoring (internal) \$ 30 000 Coaching and Mentoring (external) \$ 30 000
Trained Teacher Aides to continue Quicksmart reading intervention for case managed students, continue TTR training and implementation within AC	Quicksmart Teacher Aides \$165 521 EALD Teacher Aides \$ 69 315 Teacher Aide Flexispace \$ 39 256
Continuing individualised case-management approach to senior outcome data, pathways data including QCE attainment – Year 12, attendance data	Business Liaison Officer \$ 78 000 Attendance Teacher Aide \$ 39 256
Implement Flexispace to re-engage learners at risk of disengaging from schooling – set-up and staffing, including Berry Street signature practices, staff professional development.	Staffing & Resourcing \$243 964



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