Investing for Success

Under this agreement for 2022
Buddina Primary School will receive

$280, 473*

This funding will be used to

- Embed a whole school approach to inclusion with a focus on literacy skills (the big six: Oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension) and complex thinking skills (creative and critical thinking)

- Increase the percentage of students from P-6 achieving an 'C' or above in English from 98%, increase the students in P-6 achieving an 'A' or 'B' in English to 60%

- Increase the percentage of year 3 students meeting National Minimum Standards (NMS) in reading from 97.1% to 100%, increase the percentage of year 5 students meeting the NMS in reading from 98.1% to 100%, Increase the % of year 3 students meeting NMS in Numeracy from 98% to 100%, increase the percentage of year 5 students meeting the NMS in Numeracy from 96.1% to 100%.

- Increase the percentage of year 3 students in the Upper Two Bands (U2B) for Reading from 56% to 60%, increase the % of year 5 students in the U2B for Reading from 45% to 60%, Increase the % of year 3 stduents in the U2B for Numeracy from 32.3% to 50%, increase the percentage of year 5 students in the U2B for Numeracy from 28.2% to 50%

- Improve teacher capabilities of the Australian Curriculum and their learners through focused professional development to improve student performance in data analysis and pedagogical practices (reading and the Australian Curriculum)

Our initiatives include

- Embedding across whole school a consistent approach to inclusion with support from teachers and teacher aides to develop early literacy skills and complex thinking skills (oral language, vocabulary focus and creative and critical thinking)

- *(Australian Curriculum, Critical and Creative Thinking: Thinking that is productive, purposeful and intentional is at the centre of effective learning. By applying a sequence of thinking skills, students develop an increasingly sophisticated understanding of the processes they can use whenever they encounter problems, unfamiliar information and new ideas. In addition, the progressive development of knowledge about thinking and the practice of using thinking strategies can increase students' motivation for, and management of, their own learning. They become more confident and autonomous problem-solvers and thinkers. Effect Size: Practice 0.71, Repeated reading programs 0.67, Direct instruction – 0.59, Worked examples – 0.57, Problem Solving Teaching 0.68)*

- Building a collaborative approach to collecting and discussing student data with a focus on individual student needs with teachers (data conversations with leadership team) and students (teachers with students)
  - *(Lyn Sharratt, Putting Faces on the Data: has a focused approach on human – emotional connection. What excites and motivates humans and teachers more so is emotional connections too other humans with respect to current life situations. Data Walls ensure that every student within the school is tracked – this shifts the conversation of teachers from 'my students in 'my' classroom to 'our' students' in 'our' school – which shifts the motivation of improving 'my' practice to improving 'our' practice Effect size: Self-reported grades/student expectations 1.44, response to intervention 1.07, Teacher clarity 0.75)*

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- Continuing to build the teachers' knowledge of the Australian Curriculum through pedagogical practices (explicit teaching and Age Appropriate pedagogies) and identifying the needs of their learners
  - *(Anita Archer & Charles Hughes Explicit Instruction: Structure has proven to clearly show students what to do and how to do it. The teacher decides on learning intentions and success criteria, makes them transparent to students, and demonstrates them by modelling. In addition, the teacher checks for understanding, and at the end of each lesson revisits what the lesson has covered and ties it all together effect size: Piagetian programs 1.28, Teacher clarity – 0.75)*

- Ensuring the implementation of whole school approaches in the evidence-based teaching strategies of literacy and numeracy through coaching and feedback and targeted professional development
  - *(Building the capacity of teachers is an investment in the 'professional capital' of staff (Fullan & Hargreaves, 2012) and one that revives teachers and the quality of teaching in a school)*

Our school will improve student outcomes by

- Employing a skilled Speech Therapist to coordinate and upskill teachers and teacher aides on the delivery of oral language and phonemic awareness in the early years – both in whole class and small group settings $23, 000

- Providing targeted professional development to engage teachers in un-packing student data and developing an understanding of literacy and complex thinking skills across the Australian Curriculum $64, 473

- Engaging teacher aides to target explicit teaching of students in reading, oral language and complex thinking skills to increase the number of students achieving and A/B and in the U2Bs $153, 000

- Providing targeted resources to assist teachers in engaging students in creative and critical thinking $40, 000

TOTAL

$280, 473

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