

Investing for Success

Under this agreement for 2021 Brisbane Bayside State College



\$360 911*

This funding will be used to

Continue to further the school's explicit improvement agenda and commitment to student outcomes in 2021, including:

- Match or better the Mean Scale Score of the Nation across all NAPLAN Domains
- Increase the school wide attendance rate to greater than 92% and acknowledge excellent attendance through a reward system.
- Support delivery of the national curriculum with fidelity and integrity to support attainment of school wide percentage of 85% of students achieving a C or above, and 50% achieving an A or B average across all subjects.
- 100% of classrooms utilize Reading to Learn strategies to explicitly teach their curriculum, with a focus on improving writing skills.
- Develop teacher capacity to deliver high yield strategies to support whole school literacy/numeracy through consolidating consistent pedagogical practices across the college utilising the New Art & Science of Teaching in 100% of classrooms.
- A shared language and a consistent approach to teaching across the school focused on improved student outcomes. Support Professional Learning Teams to achieve alignment in pedagogy, curriculum delivery and assessment across learning areas.
- Promote student well being and a 'Positive Culture That Promotes Learning' through programs (eg. PBL Positive Behaviour for Learning) and resourcing that fosters a positive learning environment conducive to enhanced student outcomes. Fund initiatives that supports students engagement in learning.
- A whole school approach to cater for the learning needs of all students including those in need of learning support, those who have educational support needs arising from disability, those who are gifted and talented and those learning English as a second or and additional language or dialect (EAL/D), or a combination of these.
- Continue to deliver STEM initiatives and other initiatives that frame BBSC Points of difference

Our initiatives include

Drive the explicit improvement agenda through the holistic implementation of the school professional learning framework

- Continuation of embedding a culture of sharing pedagogical practice through the exploitation of opportunities for collaborative engagement around pedagogical practice including case management, data walls, co-planning, observation and feedback
- Develop a shared understanding of 'data literacy' and support teachers and leadership teams to effectively use data to inform targeted teaching and the employment of resources
- Continuation of school wide process for student case management utilizing the cycle of inquiry model allowing for teacher collaborative engagement with data sets and the design and development of strategies to support improved student outcomes and consistent engagement in pedagogical practices particularly around writing.
- Continue to build teacher capability to implement the college's R2L literacy pedagogy
- Consolidating the whole school approach to teaching literacy and numeracy across all learning areas. (Archer and Hughes). Specific coaches employed to drive whole school literacy and numeracy programs in the junior secondary school, supporting teachers to consistently incorporate differentiated and engagement with literacy and numeracy. Improvement of literacy/numeracy through the provision of extensive professional development and coaching for successful implementation and support.
- Improve teacher capability in delivering quality teaching through consistent Implementation of the college's explicit teaching via New ASoT Pedagogical Practices approach. Embedding a culture, climate, process of classroom observation and feedback to support professional development and encourages reflective practice/action learning. (Archer and Hughes, Fullan and Hattie)



- Continued implementation of formalised structures and processes to support and maintain increased student and community engagement (PBL, Attendance Officer, Year Co-Ordinator Attendance Monitoring, Maori/Pacifica Liaison Officer)
- Continue to utilize monitoring systems, processes, and transition opportunities (Track Ed, Case Management, Youth Pathways Co-Ordinators) to support the achievement of 100% QCE and those students at risk of leaving school before the completion of year 12.
- Complete the STEM designated facility physical resources to support the STEM initiatives and focus across the college.
- Explicitly share school attendance data with students, staff and parents. Implement a student self-monitoring absence process, which reminds students of no more than 2 days absence per term to increase attendance toward 95% across all year levels.

Our school will improve student outcomes by

Funding will be utilised to:

- Invest in ongoing capacity building of staff through professional development, instructional coaching and collaborative planning time in relation to use of evidence based pedagogy, Essential Skills for Classroom Management and Reading to Learn: Forming a focus to ensure school literacy/numeracy goals and targets are embedded across the curriculum. Engagement of Literacy and Numeracy Coaches – **\$113 000**
 - Compliment the funding received to complete STEM designated facility physical resources. Additional physical resourcing to support the STEM initiatives and focus across the college. **\$47 000**
 - Engage targeted staff to support individual or small groups of students to provide intervention and support in literacy/numeracy using high yield strategies (Multilit, Whole School Numeracy program) that have resulted in documented improvement in student outcomes. Resourcing FTE for the Inclusive Education Centre, (ASDAN), targeted support and Teacher Aides, initiatives that support and enable enhanced community engagement with the college and student engagement (Maori/Pacifica liaison officer) **\$101 911**
 - Engage support staff (Eg. Youth Social Worker and administration staff) to:
 - Support retention and attainment of young people in Years 7 to 12 who have disengaged, or who are at risk of disengaging from education. The initiatives enhance opportunities for further education and sustainable future employment
 - Support new and continuing students in the ongoing implementation of the college BYO device program and integration of ICT into the curriculum.
 - Support promotion of the college and communication with school community across a number of platforms. (Eg. Facebook, contact with families through email, texts etc.,)
- \$99 000**



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**Queensland
Government**