Under the agreement for 2015
Bentley Park College will receive

$529,495*

*Estimated on 2014 data. Actual funding will be determined after 2015 enrolment data is finalised.

This funding will be used to

P – 6
Guarantee that every Years 3, 4, 5 and 6 student will either:
- Achieve NMS in literacy and numeracy for NAPLAN or
- Have an evidence based Individualised Learning Plan in place to address their specific learning needs.

Increase the % of Year 3 students meeting NMS in:
- numeracy from 90% in 2014 to 95% in 2015.
- reading from 92% in 2014 to 95% in 2015.
- writing from 95% in 2014 to 98% in 2015.

Increase the % of Year 5 students meeting NMS in:
- numeracy from 86% in 2014 to 95% in 2015.
- reading from 88% in 2014 to 95% in 2015.
- writing from 80% in 2014 to 95% in 2015.

Increase the percentage of Year 3 students in the NAPLAN upper two bands for:
- reading from 23.6% in 2014 to 25% in 2015.
- numeracy from 19.8% in 2014 to 25% in 2015.

Increase the percentage of Year 5 students in the NAPLAN upper two bands for:
- reading from 13.2% in 2014 to 25% in 2015.
- numeracy from 10.8% in 2014 to 15% in 2015.

The mid-year average PM reading levels will increase:
- Prep - from PM 2 in 2014 to PM 3 in 2015.
- Year 1 - from PM 9 in 2014 to PM 11 in 2015.
- Year 2 - from PM 18 in 2014 to PM 20 in 2015.
- Year 3 - from PM 23 in 2014 to PM 25 in 2015.

Increase the percentage from mid-2014 to mid-2015 of:
- Year 1 students receiving a C or better: Mathematics from 59% to 80%; English from 41% to 80%.
- Year 2 students receiving a C or better: Mathematics from 69% to 80%; English from 53% to 80%.
- Year 3 students receiving a C or better: Mathematics from 66% to 80%; English from 65% to 80%.
- Year 4 students receiving a C or better: Mathematics from 69% to 80%; English from 63% to 80%.
- Year 5 students receiving a C or better: Mathematics from 63% to 80%; English from 64% to 80%.
- Year 6 students receiving a C or better: Mathematics from 64% to 80%; English from 65% to 80%.

- Every student accessing an ICP will achieve a ‘C’ standard or better against the year-level achievement standard.
- Increase P-6 Semester 1 attendance from 88% in 2014 to 90% in 2015. Review and build Semester 2 2015 attendance to 92% in Semester 2 2015.

7-12
Guarantee that every Years 7, 8 and 9 student will either:
- Achieve NMS in literacy and numeracy for NAPLAN or
- Have an evidence based Individualised Learning Plan in place to address their specific learning needs.
Increase the percentage of Year 7 students meeting NMS in:
- reading from 79% in 2014 to 90% in 2015, and maintain this in 2016.
- writing from 58.7% in 2014 to 70% in 2015 and 80% in 2016.
- numeracy from 91.8% in 2014 to 95% in 2015 and maintain this in 2016.

Increase the percentage of Year 9 students meeting NMS in:
- reading from 80.5% in 2014 to 90% in 2015 and 95% in 2016.
- writing from 61% in 2014 to 70% in 2015 and 80% in 2016.
- numeracy from 91.2% in 2014 to 95% in 2015 and maintain this in 2016.

Increase the percentage of Year 7 students in the NAPLAN upper two bands for:
- reading from 3.2% in 2014 to 15% in 2015 and 25% in 2016.
- numeracy from 6.6% in 2014 to 15% in 2015 and 25% in 2016.

Increase the percentage of Year 9 students in the NAPLAN upper two bands for:
- reading from 9.4% in 2014 to 15% in 2015 and maintain this in 2016.
- numeracy from 9.5% in 2014 to 15% in 2015 and maintain this in 2016.

In 2015 increasing the percentage of 2014:
- Year 7 students receiving a C or better in:
  - English from 72% in 2014 to 90% in 2015 Year 8.
  - Mathematics from 64% in 2014 to 90% in 2015 Year 8.
- Year 8 students receiving a C or better in:
  - English from 67.7% in 2014 to 80% in 2015 Year 9.
  - Mathematics from 61.6% in 2014 to 80% in 2015 Year 9.

- Ensure every student accessing a different year level curriculum (every student with an ICP) will achieve a ‘C’ standard or better against the relevant year-level achievement standard.
- Increase 7-12 Semester 1 attendance from 85% in 2014 to 88% in 2015. Review and build semester 2 2015 attendance to 90% in Semester 2 2015.
- Increase the percentage of Year 12 students exiting with a Queensland Certificate of Education from 86.6% in 2014 to 92% in 2015 and maintain this for 2016.

**Our strategy will be to**

**P-6**
- Provide professional development and coaching to ensure teachers are able to deconstruct Australian Curriculum: Mathematics content and provide targeted and scaffolded instruction to secure highly effective first teaching of essential mathematical concepts and skills in every classroom.
- Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning.
- Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards.
- Embed collaborative data inquiry processes (to build teachers’ ability to interpret data, identify and scale-up effective teaching practices and differentiate better).
- Develop a network of local early childhood centres and kindergartens to enhance knowledge of on-entry to Prep expectations and to assist in a smooth transition of children into Prep and Year 1.
- Embed Awards systems to criteria/goal-based systems aligned to Hattie’s research. Ensure that a Whole-School approach is used in all classes.

**7-12**
- Build teacher capability in explicit teaching and consolidation of reading and numeracy through coaching by:
- increasing teachers’ repertoire of effective strategies for teaching text processing and comprehension across learning areas.

- providing professional development and coaching to ensure teachers are able to deconstruct Australian Curriculum: Mathematics content and provide targeted and scaffolded instruction to secure highly effective first teaching of essential mathematical concepts and skills in every classroom.

- Further embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning.

- Use a continuous process in **reading, writing and numeracy** to assess students’ current performance; teach to the needs of students and re-assess students to monitor improvement.

- Review student performance data on a 5 week cycle.

- Build staff capability to design and deliver focused support programs for literacy and numeracy.

- Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards.

- Build teacher capacity in gathering and using evidence to determine the different year-level curriculum some students require and to develop and successfully implement ambitious but achievable Individual Curriculum Plans.

- Improve student and community engagement via specific engagement staff (Engagement Officer, Pacifica Community Liaison Officer) to work with the college community to increase student attendance and engage parents in their students’ learning.

- Action sophisticated and effective case management of students with behaviour issues via a Responsible Behaviour Officer to work closely with leaders, teachers, students and their families.

- Establish a professional learning community of curriculum leaders to share and evaluate strategies and their impact (Southern Cluster of HODs).

- Implement an Award Scheme Development and Accreditation Network (ASDAN) reengagement program to address the needs of selected highly disengaged students

- Develop a sophisticated data system to ensure timely and accurate use of QCE-related data to inform case management of students at risk of not attaining a QCE.

Evidence

- FNQ Regional Improving Teaching System.
- Using Student Achievement Data Model, Teaching and Learning Branch, 2010.

**Our school will improve student outcomes by**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employ a numeracy coach (1.0 HOC FTE) to build capability of teachers of Prep to Year 6.</td>
<td>$105,000</td>
</tr>
<tr>
<td>Employ a literacy coach (0.2 HOC FTE) to build capability of teachers of Prep to Year 6.</td>
<td>$ 30,000</td>
</tr>
<tr>
<td>Employ a RTI Literacy (0.3 FTE) in semester 2 to assist students who have not reached semester 1 benchmarks.</td>
<td>$ 30,758</td>
</tr>
<tr>
<td>Employ 2 RTI Teacher Aides students to assist in the development of ICPs and resource program</td>
<td>$ 75,278</td>
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</tbody>
</table>
## Create and employ Head of Department (School Improvement) to:

- Develop teacher capacity to design curriculum aligned monitoring and assessment tasks (for short term data cycles)
- Better prepare and support Teacher Aides to consolidate student learning in numeracy and literacy
- Develop, resource and implement a professional development and coaching program to support teachers in data gathering, collation, analysis and use

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employ an Engagement Officer to work with the college community to increase student attendance and engage parents in their students’ learning.</td>
<td>$57,000</td>
</tr>
<tr>
<td>Employ Community Liaison Officer – Pacifica Students, to work with the community to increase Pacifica student attendance and engage parents in their students’ learning.</td>
<td>$38,000</td>
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<tr>
<td>Employ an officer with expertise in behaviour management to work closely with leaders, teachers, students and families (Responsible Behaviour Officer)</td>
<td>$55,000</td>
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<tr>
<td>Augment the current social and emotional wellbeing program by employing a part-time teacher aide, training staff, purchasing resources and timetabling for an <strong>Award Scheme Development and Accreditation Network</strong> (ASDAN) program.</td>
<td>$10,000</td>
</tr>
<tr>
<td>Employ a part-time Reading Coach to develop and implement a whole school approach to “Reading to Learn”.</td>
<td>$10,000</td>
</tr>
<tr>
<td>Employing a part-time Numeracy Coach to develop the capability of teachers of Years 7-10 mathematics who are not specialist teachers.</td>
<td>$10,000</td>
</tr>
<tr>
<td>Using school-based (PAT, PROBE and Level of Achievement data) and systemic (NAPLAN) data to develop individual learning plans that include individual learning goals and focus on areas of improvement with targeted learning goals for students below NMS in Years 7 - 9. Embedding the 5-week cycle of data collection and review to monitor individual student progress and update PLPs.</td>
<td>$1,459</td>
</tr>
<tr>
<td>Providing professional development for teachers and teacher aides to further develop their capacity to work with students who require targeted and intensive literacy and numeracy teaching (including students who require extension).</td>
<td>$2,000</td>
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**Kathryn Todd**  
Acting College Principal  
Bentley Park College

**Dr Jim Watterston**  
Director-General  
Department of Education, Training and Employment