

Investing for Success

Under this agreement for 2017 Bentley Park College will receive

\$872,856

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 Individualized Learning Plan in place to address their specific learning needs.

Increase the % of Year 3 students meeting NMS in:

- numeracy from 93% in 2016 to 95% in 2017.
- reading from 84% in 2016 to 95% in 2017.
- writing from 92% in 2016 to 95% in 2017.

Increase the % of Year 5 students meeting NMS in:

- numeracy from 86% in 2016 to 95% in 2017.
- reading from 84% in 2016 to 95% in 2017.
- writing from 88% in 2016 to 95% in 2017.

Increase the percentage of Year 3 students in the NAPLAN upper two bands for:

- reading from 29% in 2016 to 30% in 2017
- numeracy from 21% in 2016 to 25% in 2017

Increase the percentage of Year 5 students in the NAPLAN upper two bands for:

- reading from 18% in 2016 to 25% in 2017
- numeracy from 12% in 2016 to 15% in 2017

Increase the percentage from End-2016 to end-2017 of:

- Year 1 students receiving a C or better: Mathematics from 68% to 80%; English from 60% to 80%.
- Year 2 students receiving a C or better: Mathematics from 53% to 80%; English from 58% to 80%.
- Year 3 students receiving a C or better: Mathematics from 59% to 80%; English from 67% to 80%.
- Year 4 students receiving a C or better: Mathematics from 70% to 80%; English from 72% to 80%.
- Year 5 students receiving a C or better: Mathematics from 63% to 80%; English from 53% to 80%.
- Year 6 students receiving a C or better: Mathematics from 75% to 80%; English from 73% 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 91% in 2016 to 92% in 2017.

Investing for Success

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Guarantee that every Years 7,8 and 9 student will either:

- Achieve NMS in literacy and numeracy for NAPLAN or
- Have an evidence based Individualized Learning Plan in place to address their specific learning needs.

Increase the percentage of Year 7 students meeting NMS in:

- reading from 84.6% in 2016 to 90% in 2017
- writing from 73.7% in 2016 to 90% in 2017
- numeracy from 85.3% in 2016 to 90% in 2017

Increase the percentage of Year 9 students meeting NMS in:

- reading from 77.2% in 2016 to 90% in 2017
- writing from 51.3% in 2016 to 90% in 2017
- numeracy from 92.5% in 2016 to 95% in 2017

Increase the percentage of Year 7 students in the NAPLAN upper two bands for:

- reading from 9.9% in 2016 to 15% in 2017
- writing from 6.0% in 2016 to 15% in 2017
- numeracy from 12.9% in 2016 to 15% in 2017

Increase the percentage of Year 9 students in the NAPLAN upper two bands for:

- reading from 3.8% in 2016 to 15% in 2017
- writing from 0% in 2016 to 15% in 2017
- numeracy from 15.1% in 2016 to 20% in 2017

In 2017 the percentage increase of:

- Year 7 students receiving a C or better in:
 - English from 75% in 2016 to 80% in 2017
 - Mathematics from 68% in 2016 to 80% in 2017
 - Science from 82% in 2016 to 85% in 2017
- Year 8 students receiving a C or better in:
 - English from 87% in 2016 to 90% in 2017
 - Mathematics from 54 % in 2016 to 80% in 2017
 - Science from 67% in 2016 to 80% in 2017
- Year 9 students receiving a C or better in:
 - English from 78% in 2016 to 80% in 2017
 - Mathematics from 67% in 2016 to 80% in 2017
 - Science from 70% in 2016 to 80% in 2017
- Year 10 students receiving a C or better in:
 - English from 74% in 2016 to 80% in 2017
 - Mathematics from 64% in 2016 to 80% in 2017
 - Science from 69% in 2016 to 80% in 2017

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.

Investing for Success

Our initiatives include

P-6

- Build teacher capability in pedagogy and curriculum through coaching by:
 - increasing teachers' repertoire of effective strategies by implementing SOPs.
 - Further embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning
- Schedule and monitor professional development and coaching to deepen teachers' understandings of the Australian Curriculum: mathematics learning area and provide targeted and scaffolded instruction to secure highly effective first teaching of problem solving in every classroom.
- Develop and embed teachers' capability to embed Student-Centred practices, as outlined in the College Pedagogical Framework (eg. feedback) within the teaching and learning cycle.

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- Build teacher capability in a range of methodologies including explicit teaching, consolidation and reading for learning through coaching by:
 - increasing teachers' repertoire of effective strategies for teaching text processing and comprehension across learning areas
 - 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 10 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.
- **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.

Investing for Success

Our school will improve student outcomes by

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| P-6 | |
| Employ a numeracy coach (1.0 HOC FTE) to build capability of teachers of Prep to Year 6. | \$120,000 |
| Employ a literacy coach (0.2 HOC FTE) to build capability of teachers of Prep to Year 6. | \$ 30,000 |
| Employ an SLP fraction 0.2 to build capability of teachers of Prep to Year 2. | \$ 30,000 |
| Employ RTI Teacher Aides students to assist in the development of ICPs and resource program development. | \$ 58,661 |
| Embed Student Improvement by: | \$ 40,000 |
| Implementing Teaching Standards of Practice. Provide TRS Release time for Teachers | |
| <ul style="list-style-type: none"> • Ensuring Students meeting NMS – <ul style="list-style-type: none"> - Employ 0.3 STL&N - Early Childhood Transition Program. - Employment to assist Learning Programs - Resources to assist 1.0 HOC above - Assist High Performing students via the IMPACT program. • Providing PD to teachers | |
| | \$ 35,000 |
| | \$ 10,000 |
| | \$ 19,477 |
| | \$ 3,000 |
| | \$ 15,000 |
| | \$ 10,000 |
| Subtotal | \$371,138 |
| 7-12 | |
| Create and Employ Deputy Principal (Pedagogical Renewal) to: | \$135,000 |
| <ul style="list-style-type: none"> • Advance the Colleges Improvement Agenda in 7-12 • Work collaboratively with the DP Ed Services to lead the refinement of curriculum and assessment in P-12 • Work within the Pedagogical Framework to identify appropriate methodologies for sequencing teaching and learning to improve outcomes for all students • Plan for and initiate the development of staff capability in these areas. • Progress the Implementation of Goal Setting in 7-12. • Plan for the introduction of changes to the Senior curriculum in 2019. • Support the monitoring of QCE | |
| Continue to augment the current social and emotional wellbeing program by employing a teacher and part-time Teacher AIDE to deliver the Award Scheme Development and Accreditation Network (ASDAN) program. | \$120,000 |
| Employ an Engagement Officer to work with the college community to increase student attendance and engage parents in their students' learning. | \$ 50,000 |
| Employ an Administrative Officer with expertise in data collection and management to work closely with leaders to assist in the preparation of data collection and tracking tools for attendance, behavior, QCE completion and levels of achievement. | \$ 60,000 |
| Employ an officer with expertise in behavior management to work closely with leaders, teachers, students and families (Responsible Behaviour Officer) | \$ 66,000 |
| Employ a Teacher Aide to manage the Student Engagement Centre who will work closely | \$ 45,000 |

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| with students and teachers to reflect on classroom behaviours and increase engagement in the classroom setting | |
| Employ a Community Liaison Officer to work with the college Pacifica community to increase the engagement of students and their parents in the students' learning. | \$ 25,718 |
| Subtotal | \$501,718 |
| Total | \$872,856 |



Peter Krugle
College Principal
Bentley Park College



Dr Jim Watterston
Director-General
Department of Education and Training