Dear Teacher,
Today I turn some of my little girl’s life over to you.

It is not easy for me, because I held her so tight when she was newborn. I taught her and she felt the love of her family.

But today a new chapter in her life begins. For a few hours I will not be there to answer her questions, kiss her bruises, and to “save her” from life’s little pains, but you will be there.

Be kind for she is small. She has so much to give and so much to learn. And so for those few hours when she is yours, remember: I held her tightly; I share her dreams, I share her hopes.

Give her love and help her learn. And when the day is over, please send her home unharmed.

~by Eden Taylor
The Challenge?
To master using data to drive up performance by having every student, every face, counting and being counted.
Why do we need to improve?

Mean Scale Score Year 3

Reading
Writing
Spelling
Grammar and Punctuation
Numeracy

scale score points

250.0
300.0
350.0
400.0
450.0

2008
2009
2010
2011
2012

Qld
NSW
VIC
Aust
**Change: Charles Darwin**

- “It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is the most adaptable to change.”
We have a plan to
Latch Onto Reading Success

'Putting Faces on the Data’

A Process for Action
What will ‘Putting the Faces on the Data’ look like at BGSS?

It will be a 12+ month process
Our focus parameters for 2014 are:
Parameter 12: Parent Engagement
Parameter 3: Daily Sustained focus on literacy instruction
Parameter 5: Early and ongoing intervention
1. The whole school community will be involved in focusing on reading improvement.
2. Every staff meeting and professional activity from T4 2013 – end of T4 2014 will have a reading focus
3. A data room will be established in the staffroom as part of the staffroom upgrade
4. A head of Pedagogy and Success Coach – Reading will be employed.
5. All students arriving at school from 8.00 – 8.30am will engage with BOB - reading in the CPA.
6. Special guest readers scheduled to read students 2 mornings a week from 8.00 – 8.30am
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>Shared Beliefs and understandings</th>
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<tbody>
<tr>
<td>2</td>
<td>Embedded literacy/instructional coaches</td>
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<tr>
<td>3</td>
<td>Daily, sustained focus on literacy instruction</td>
<td></td>
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<td>4</td>
<td>Principal Leadership</td>
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<td>5</td>
<td>Early and ongoing intervention</td>
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<td>6</td>
<td>Case management approach: (a) data walls (b) case by case meetings</td>
<td></td>
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<td>7</td>
<td>Professional learning at school staff meetings</td>
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<tr>
<td>8</td>
<td>In – school year level meetings</td>
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<td>9</td>
<td>Centralised resources</td>
<td></td>
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<tr>
<td>10</td>
<td>Commitment of school budget for literacy learning and resources</td>
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<td>11</td>
<td>Actions research/collaborative inquiry</td>
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<tr>
<td>12</td>
<td>Parental and community involvement</td>
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<tr>
<td>13</td>
<td>Cross-curricular connectors</td>
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<tr>
<td>14</td>
<td>Shared responsibility and accountability</td>
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</table>
Research and high expectations

- Students who achieve the following PM levels by end of year have a greater success in reading above the NMS in Yr 3.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>PM Level</th>
<th>BGSS Level</th>
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<tbody>
<tr>
<td>Prep</td>
<td>7/8</td>
<td>8</td>
</tr>
<tr>
<td>Year 1</td>
<td>16/17</td>
<td>16</td>
</tr>
<tr>
<td>Year 2</td>
<td>20/21</td>
<td>21</td>
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Researchers at McREL identified nine categories of instructional strategies that have a high probability of enhancing student learning. These will form the basis of our pedagogical framework.
<table>
<thead>
<tr>
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<th>Five Key Questions for Students</th>
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<tbody>
<tr>
<td>1.</td>
<td>What are you learning?</td>
</tr>
<tr>
<td>2.</td>
<td>How are you doing?</td>
</tr>
<tr>
<td>3.</td>
<td>How do you know?</td>
</tr>
<tr>
<td>4.</td>
<td>How can you improve?</td>
</tr>
<tr>
<td>5.</td>
<td>Where do you go for help?</td>
</tr>
</tbody>
</table>
## Five Key Questions for Teachers

1. **What** am I teaching?
2. **Why** am I teaching it?
3. **How** will I teach it?
4. How will I know when the student have learned it?
5. **What** next?
BOOKS ON BLANKETS

In 2014 Belair Gardens State School is reading.

Books on Blankets (BOB) invites all BISS students to read
in quiet comfort before the 8:30 bell.

Get involved: Bring it to BOB!

WHAT CAN YOU DO?

ALL STUDENTS: P-SENIOR


Read to yourself, read to someone else, listen to someone read, help someone read, get help with your reading, read with your friends, read with someone new...

However you enjoy BOB, there are only 2 rules:
1. No book, no blanket.
2. No chatter. If you want to talk, sit in the CPA.

PARENTS & CARERS

- Come and read anytime M-F 8:00-8:30am.
- Once or twice a week. Every day? For 10 minutes or till 30? You choose.
- Read to, with or beside your child. Or read with kids who would like some help. Improving students' reading skills leads to improved learners at BISS.
- Can't volunteer your time? That's ok. You can still:
  - Encourage your child to bring a book to school every morning to read.
  - Encourage your child to try BOB, even if they are reluctant readers. BOB welcomes every student, including non-confident readers.
  - Drop a note in the suggestion box – how can BOB be better?
  - Donate quality books &/or blankets.
  - Maybe a grandparent would like to come?

TIMELINE

TERM 1: WEEKS 8-18

BOB trial - get involved

TERM 2

BOB grows - adapt & try new things.

FUTURE

Better readers, better learners, better leaders.
And a better school community.

BOB is a parent-driven initiative that BISS has chosen to support. Fee, free to get involved and to make any suggestions, especially new parents and friends. Please feel free to email me, Leigh, at leigh@belairshools.com or 0419 801 154, or meet me at BOB most days Tue-Fri. Bring a book on a blanket...