

Investing for Success

**Under this agreement for 2018
Cannonvale State School will receive**

\$308,772

This funding will be used to:

- increase the percentage of Prep students reaching a PM reading level of '8' by the end of 2018 from 59% to 90%
- increase the percentage of Year 1 students reaching a PM reading level of '16' by the end of 2018 from 54% to 90%
- write Individual Support Plans for students not meeting Cannonvale State School's internal reading benchmarks
- ensure that every student accessing a different year level curriculum (that is, with an individual curriculum plan) will achieve a 'C' standard or better against the relevant year-level achievement standard
- increase the percentage of students achieving a 'C' standard or above in English from 85.8% in Year 1 (2016) to 90% in Year 2 (2017)
- increase the percentage of students achieving a 'C' standard or above in English from 86.6% in Year 2 (2016) to 90% in Year 3 (2017)
- increase the percentage of students meeting NAPLAN National Minimum Standard (NMS) in Year 3 Reading from 88.5% to 100%
- increase the number of students in the NAPLAN Upper Two Bands in Year 3 Reading from 37.9% to 50%
- increase the percentage of students at or above the NAPLAN NMS from 92.6% in 2016 Year 3 Reading to 100% in 2017 Year 5 Reading
- map all students not achieving a 'C' standard in English or Mathematics on the Australian Curriculum Scope and Sequence to determine if an Individual Curriculum Plan is required
- improve teacher capacity to teach reading through explicit coaching.

Our initiatives include

- implementing Hattie's high yield strategies of direct instruction (effect size .59), instructional quality (effect size 1), feedback to students (effect size 1.13) and repeated reading programs (effect size .67)
- early and ongoing intervention - data is used to identify struggling students' strengths and areas of need early, to put interventions in place immediately (Sharratt & Fullan, Parameter 5)

** Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.*



**Queensland
Government**

- undertaking a case management approach - data reviewed 10 weekly with teacher and school improvement team to identify and verify the effectiveness of strategies currently in use (Sharratt & Fullan, Parameter 6)
- embedding the culture, climate, processes and protocols of classroom observation, feedback and coaching to support professional development and encourage reflective practice/action learning
- building teacher capability 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
- better preparing and supporting teacher aides to consolidate student learning in literacy (including oral language and metalinguistics)
- developing 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
- providing education for parents of Pre-Prep students to support the development of oral language and early literacy and numeracy skills at home.

Our school will improve student outcomes by

Action	Cost
<ul style="list-style-type: none"> • Employing extra staff to support student improvement by teaching smaller targeted groups, tracking student achievement and overseeing case management. 	\$ 21 107
<ul style="list-style-type: none"> • Coaching/professional development model enhanced with extra personnel to provide TRS to enable staff to engage in collaborative data inquiry, action learning, classroom visits and professional conversations. 	\$287 665
Total	\$308 772



Angie Kelly
Principal
Cannonvale State School



Patrea Walton
A/Director-General
Department of Education

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