

Investing for Success

**Under this agreement for 2019
Cannonvale State School will receive**

\$319,999

This funding will be used to

- Increase the percentage of Prep students reaching a PM reading level of '8' by the end of 2019 from 73 to 90%.
- Increase the percentage of Year 1 students reaching a PM reading level of '16' by the end of 2019 from 53% 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 91.5% in Year 1 (2018) to 95% in Year 2 (2018).
- Increase the percentage of students achieving a "C" standard or above in English from 89.9% in Year 2 (2018) to 95% in Year 3 (2019).
- Increase the percentage of students meeting NAPLAN national minimum standard in Year 3 reading from 99.1% to 100%.
- Increase the number of students in the NAPLAN upper two bands in Year 3 reading from 51.4% to 60%.
- Increase the percentage of students at or above the NAPLAN National Minimum Standard from 88.5% in 2017 Year 3 reading to 100% in 2019 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

- Implement 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 and Fullan Parameter 5).
- Undertake 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 and Fullan Parameter 6).
- Embed the culture, climate, processes and protocols of classroom observation, feedback and coaching to support professional development and encourage reflective practice/action learning.

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



**Queensland
Government**

- Build 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 prepare and support teacher aides to consolidate student learning in literacy (including oral language and metalinguistics).
- 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.

Provide 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

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| • Employing extra staff to support student improvement by teaching smaller targeted groups, tracking student achievement and overseeing case management. | \$297 600 |
| • 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. | \$22 399 |



Angie Kelly
Principal
Cannonvale State School



Tony Cook
Director-General
Department of Education

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