Investing for Success

Under this agreement for 2022
Cannonvale State School will receive

$344,265

This funding will be used to

- Increase the percentage of Prep students reaching a PM reading level of '8' by the end of 2022 from 61.5 to 65%.
- Increase the percentage of Year 1 students reaching a PM reading level of '16' by the end of 2022 from 62 to 65%.
- 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 84%, in Year 1 (2021) to 90% in Year 2 (2022).
- Increase the percentage of students achieving a "C' standard or above in English from 90% in Year 2 (2021) to 95% in Year 3 (2022).
- Increase the percentage of students meeting NAPLAN national minimum standard in Year 3 reading from 96.1% to 100%.
- Increase the number of students in the NAPLAN upper two bands in Year 3 reading from 66.7% to 70%
- Increase the percentage of students at or above the NAPLAN National Minimum Standard from 93.8% in 2019 Year 3 reading to 100% in 2022 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 through weekly moderation of student work with cohort of teachers and the leadership team to identify and verify the effectiveness of strategies currently in use (Sharratt and Fullan Parameter 6).
- Continue differentiated coaching to support professional development needs identified through moderating student work and encourage reflective practice/action learning.

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- 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

Employing extra staff to support weekly moderation and subsequent student improvement and additional intervention classes.	$292 615
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.	$51 650

Angie Kelly
Principal
Cannonvale State School

Mr Michael De'Ath
Director-General
Department of Education

Queensland
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