

Investing for Success

Under this agreement for 2019

Coowonga State School will receive

\$13,989*

This funding will be used to

Target	Measures
1. Develop assessment literate students who are able to identify what they are learning and why.	<ul style="list-style-type: none"> Ensure 90% of students can articulate what they need to do for their assessment tasks, how they know what they need to do and how they are going with developing these skills. Increase in the percentage of students receiving a 'C' standard or above in each learning area from Semester 2 2017 to Semester 2 2018.
2. Create a whole school and community culture of supporting and developing students' wellbeing to ensure students are able to fully access the curriculum.	<ul style="list-style-type: none"> Increase whole school attendance to 92% or higher. Ensure every student with an Individual Plan meets each of their learning goals. Increase the percentage of students demonstrating the indicators for their appropriate level within the Personal and Social Capability learning continuum.

Our initiatives include

<p>1. Develop teacher capability in identifying and explicitly teaching the cognitive demands of assessment tasks.</p> <ul style="list-style-type: none"> Participating in inter-school moderation Establishing effective school processes for planning units and adapting assessment tasks Engaging regional expertise to provide guidance and feedback on curriculum processes Providing time for staff to work collaboratively with colleagues and regional support staff Providing professional development to teacher aides to develop understanding of metalanguage used. 	<ul style="list-style-type: none"> Hipwell, P and Klenowski, V 2011, 'A case for addressing the literacy demands of student assessment' <i>Australian Journal of Language and Literacy</i>, 34(2), pp. 127–146. Wyatt-Smith, C and Cumming, J 2003, 'Curriculum Literacies: Expanding domains of assessment', <i>Assessment in Education: Principles, Policy and Practice</i>, vol. 10, issue 1, p. 13. Masters, G 2014, 'Assessment: Getting to the essence', <i>Designing the Future</i>, issue 1, Centre for Assessment Reform and Innovation (CARI), www.acer.org/cari/articles/assessment-getting-to-the-essence Marzano, R 2013, 'Art and Science of Teaching: Cognitive Verbs and the Common Core', <i>Resilience and Learning</i>, vol. 71, issue 1, p. 78 – 79. Higgins S, Hall E, Baumfield V, Moseley D (2005) A meta-analysis of the impact of the implementation of thinking skills approaches on pupils. In: <i>Research Evidence in Education Library</i>. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.
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* 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.



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2. Establish a whole school approach to supporting students' wellbeing through:

- Engaging regional expertise to provide guidance and feedback on wellbeing practices
- Providing targeted professional development and coaching on how to engage and support students with diverse learning needs to access the Australian Curriculum
- Aligning effective school processes for developing students' self-regulation skills and wellbeing strategies
- Developing flexible learning areas that cater for diverse sensory needs.
- Supporting staff to participate in professional learning communities within the region to share and evaluate strategies and their impact
- Providing parent workshops on wellbeing strategies and practices implemented at school and ways to support wellbeing at home
- Organising coaching and collegial feedback to improve practice.

- Kuypers, L 2011, *The zones of regulation: A curriculum designed to foster self-regulation and emotional control*, Think Social Publishing, Inc.
- Department of Education 2018, *Student Learning and Wellbeing Framework*, State of Queensland.
- Siegel, D 2010, *Mindsight: The New Science of Personal Transformation*, New York, NY: Bantam Books.
- Dweck, C 2008, *Mindset: The New Psychology of Success*, New York, USA: Ballantine Books.
- Sharratt, L & Planche, B 2016, *Leading collaborative learning: Empowering excellence*, Thousand Oaks, California: Corwin.
- Mercola, D 2016, *New research supports standing desks for students*, <https://fitness.mercola.com/sites/fitness/archive/2016/03/04/student-standing-desks.aspx>
- Department of Education and Training: Darling Downs South West Region 2019, *iAIM Increasing activity and intelligent minds*, <https://staff.learningplace.eq.edu.au/lp/pages/default.aspx?pid=1922788>

Our school will improve student outcomes by

1

Allocate TRS to support teachers to participate in inter-school moderation, professional learning communities, intra-school collaboration and meetings with regional support staff.


Provide professional development that supports teachers to unpack the Achievement Standards within the Australian Curriculum and identify the cognitive demands of the relevant learning areas.

2

Purchase active furniture and equipment to create a flexible learning environment that caters for the diverse sensory needs of students and improves student engagement.

Purchase additional teacher hours to enable more targeted differentiation and additional time for coaching and feedback of effective teaching practice.


Callie Kennedy
 Principal
 Coowonga State School


Tony Cook
 Director-General
 Department of Education

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