

Investing for Success

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

\$10,447*

This funding will be used to:

Target	Measures
<p>1. Improve the reading achievement of students across all curriculum learning areas to enable full participation and true achievement in each subject.</p>	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> • 90% of students meet all of the markers for their appropriate year level cluster (taking into account students on ICPs) within the Literacy Continuum for the following critical aspects: <ul style="list-style-type: none"> ○ Reading texts ○ Comprehension ○ Concepts about print. • Increase in the percentage of students receiving a 'C' standard or above in each learning area from Semester 2, 2017 to Semester 2, 2018. <p>Comparison:</p> <ul style="list-style-type: none"> • Reading NAPLAN data. • Early start distance travelled. <p>Monitoring:</p> <ul style="list-style-type: none"> • Speech Sound Pics assessments. • Early Start. • Running Records – PM, Fountas and Pinnell. • P-10 Literacy Continuum monitoring. • Results on C2C assessment tasks. • Staff feedback on impact of professional learning. • Student engagement and behaviour as new teaching strategies applied. • Teacher planning includes evidence of differentiated teaching and learning of reading appropriate to reading demands of different subjects. • Feedback from colleagues informs teacher practice.
<p>2. Create a whole school and community culture of supporting and developing students' wellbeing to ensure students are prepared to fully access the curriculum.</p>	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> • 90% or higher whole school attendance. • Every student accessing a different year level curriculum will achieve a 'C' standard or better against the relevant year-level achievement standard in each learning area. • Each student with a disability will meet each of their learning goals. • All students are able to identify their current feelings, strategies to manage their emotions and explain what helps them to learn. <p>Comparison:</p> <ul style="list-style-type: none"> • Attendance history by student from 2017 to 2018. • A-E Data for students accessing a different year level curriculum from Semester 2, 2017 to Semester 2, 2018. <p>Monitoring:</p> <ul style="list-style-type: none"> • Fortnightly monitoring of attendance. • Teacher feedback on student behaviour and attitude to learning. • Monitoring of OneSchool behaviour entries. • Feedback from SEP Support Teacher on teacher practice in relation to supporting wellbeing and students' use of wellbeing strategies. • Student engagement and behaviour as new teaching strategies applied. • Results on C2C assessment tasks.



Our initiatives include:

Initiative	Evidence-base
<p>1. Develop teacher capability in identifying and teaching the reading demands within each learning area of the Australian Curriculum by:</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 • supporting staff to participate in a professional learning community of school leaders within the region to share and evaluate strategies and their impact • providing time for staff to develop learning walls that document expected learning within a unit and the learning enacted in the classroom • supporting teacher aides to develop their skills in teaching reading. 	<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. • Department of Education 2015, <i>Moving literacy forward P-12</i>, State of Queensland.
<p>2. Establish a whole school approach to supporting students' wellbeing through:</p> <ul style="list-style-type: none"> • engaging regional expertise to provide guidance and feedback on wellbeing practices • facilitating connections between students within the cluster • providing targeted professional development and coaching on how to engage and support all students, including those with diverse learning needs, to access the Australian Curriculum • establishing effective school processes for developing students' self-regulation skills and wellbeing strategies • supporting staff to participate in professional learning communities within the region to share and evaluate strategies and their impact • supporting teacher aides to develop their skills in supporting all students to fully access the curriculum • enabling educators to work in small group learning environments to target students' current learning and wellbeing needs • providing parent workshops on wellbeing strategies and practices implemented at school and ways to support wellbeing at home. 	<ul style="list-style-type: none"> • Kuypers, L 2011, <i>The zones of regulation: A curriculum designed to foster self-regulation and emotional control</i>, Think Social Publishing, Inc. • Department of Education 2018, <i>Student Learning and Wellbeing Framework</i>, State of Queensland.



Our school will improve student outcomes by:

Actions	Costs
Allocate TRS to support teachers to participate in inter-school moderation, professional learning communities, intra-school collaboration and meetings with regional support staff.	\$4 000
Provide professional development that supports teachers to unpack the Achievement Standards within the Australian Curriculum and identify the reading demands of the relevant learning areas.	\$1 000
Purchase additional weekly teacher aide hours to enable more targeted reading differentiation and additional time for teacher aides to engage in observations of effective teaching practice.	\$4 000
Provide professional development that develops teachers' and teacher aides' abilities to effectively support and improve student wellbeing.	\$ 500
Develop and implement a whole school approach to managing wellbeing.	\$ 947



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