

Investing for Success

Under this agreement for 2019
CHILDERS STATE SCHOOL will receive

\$189,376

This funding will be used to

Instruction: Use this space to state what you expect from your improvement initiatives.

- State the student-focused target for each improvement initiative using selected short-, medium- or long-term measures.
- Ensure your targets and initiatives align with your School Strategic Plan and Annual Implementation Plan.

• Target	Measures
80% of students attain a C or better in English	End of Semester Reports on One School
The percentage of students in the upper two bands for Year 3 Reading 41%	NAPLAN Data
The percentage of students in the upper two bands for year 5 Reading is 27%	NAPLAN Data
80% of students from P-3 attaining an age appropriate level or above in reading at the end of 2018.	PAT R (Progressive Achievement Test Reading) York Assessment of Reading Comprehension (YARC)
80% of students from 4-6 attaining an age appropriate level or above in reading at the end of 2018	P rose R eadin G O bservation, B ehaviour and E valuation of Comprehension PAT R (Progressive Achievement Test Reading)
100% of students on speech programmes developed by Speech Pathologist, attain set goals as developed by Speech Pathologist.	Speech Sound Screener
80% of students attain age appropriate level in the Oral Language Programme of OLEY (Oral Language Early Years) and STRIVE (S Structured T Tier Two R Robust I Instruction of V Vocabulary E Experiences)	Quick Test of Oral Language to be administered at the beginning and end of the school year. OLEY screener to be administered at the end of semester 1
80% of students in Years 1 and 2 attain age appropriate level in the Oral Language programme of (S Structured T Tier Two R Robust I Instruction of V Vocabulary E Experiences)	Oral language measure of RAPT (Renfrew Action Picture Test) is to be administered to identified students from the Quick Test and OLEY after planned intervention co ordinated by the Speech Pathologist.

Our initiatives include

Initiative	Evidence Base
Continuing to provide teachers and aides with professional development on the Gradual Release of Responsibility across all Key Learning Areas.	Document Professional Development.
Continuing to increase teachers' repertoire of effective strategies for teaching text processing and comprehension across learning areas through the Gradual Release of Responsibility Model.	Support and Mentoring from the HOC. Feedback and Coaching from HOC and Principal. Access the Reading Hub for professional development podcasts. https://det-school.eq.edu.au/schools/reading/

* 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**

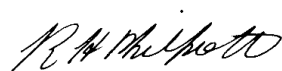
Providing professional development and coaching to ensure teachers are able to deconstruct Australian Curriculum with a focus on English, Maths, Science, HASS and Digital Technologies.	Professional development to be delivered by HOC in whole group, year level teams and individual one on one arrangements for English and Maths.
The continued implementation of the social – emotional learning programme – PATHS to build resilience and mental wellbeing in children	Professional Development for implementation of Promoting Alternative Thinking Strategies Programme. Well credentialled by CASEL (The Collaborative for Academic, Social, and Emotional Learning (CASEL)
Continuing to develop collaborative data inquiry processes through the use of data available on One School (to build teachers' ability to interpret data, identify and scale-up effective teaching practices to better differentiate).	Class data profiles created through the use of One School.
Continuing to prepare and support teacher aides to consolidate student learning in literacy with particular emphasis on phonics, reading and writing.	Documented Professional Development from the HOC and Speech Pathologist.
Providing professional development to improve teacher capacity in the area of teaching spelling	Documented Professional Development.
Continuing to embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning through the co-coaching model.	Documented feedback on classroom observations and feedback around the Gradual Release Model of Reading.
Providing focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards.	Documentation of reading support provided to students on One School.
Providing intensive support by teacher aides in the area of reading to ensure that students reach year level standards in reading.	Documentation of reading support provided to individual students on One School.

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Our school will improve student outcomes by

ACTION	COST
Continuing the development and implementation of a whole school approach to teaching, writing through the Gradual Release Model of Responsibility and aspects of the Daily Writing.	Nil Cost
Continuing to implement a social and emotional wellbeing program PATHs (Promoting Alternative Thinking Strategies) - train staff, purchase the necessary resources, timetable lessons.	School based funding
Developing and adapting an oral language and also a literacy program with the emphasis on the acquisition of phonics for use by teacher in Years Prep, 1 and 2 for all students with focused teaching lessons. Ensure that a school based resource of STRIVE (S Structured T Tier Two R Robust I Instruction of V Vocabulary E Experience) and Reading LINK(phonics programme) is developed.	School based resources
Delivering oral language programmes to students from Years Prep to year 2. Provide teachers with support from Speech Language Pathologist to deliver quality programmes.	Additional speech pathology time.
Identifying students who require further intensive intervention from Speech Pathology and other outside agencies and implement programmes.	Aide time - \$16,285
Utilising specialist staff to provide intensive support to at risk students in literacy and or numeracy.	School based support.
Employing a Guidance Officer with expertise in areas of need, such as behaviour management or autism and in particular learning needs to take on a complex case management role, working closely with leaders, teachers and students and with regional officers specialising in related areas. Ensuring the guidance reports related to learning needs are utilised by classroom teachers to ensure that appropriate learning adjustments are made for all students.	WSSLR allocation
Using the expertise of the STLAN teacher to implement the RAVE-O (<i>Retrieval, Automaticity, Vocabulary, Engagement with Language, Orthography</i>) Reading Programme for severely at risk students for whom phonics programmes have not worked.	WSSLR allocation
Employing teacher aides to work with students to deliver the Gradual Release Model of Responsibility for Reading, as well as intensive one on one reading support for at risk students.	\$135,500
Ensuring all class teachers receive professional development around unpacking Version 8 Australian Curriculum C2C units of work in the KLAs of English, Maths, Science, HASS and Digital Technologies. Work with teacher to develop anchor charts for English Use the Gympie Alliance Maths programme to develop anchor charts for Maths. This includes differentiation for student learning needs.	\$17,591.00
Resourcing Early and Middle Learning teams with appropriate curriculum resources.	\$20,000



Robyn Philpott
Principal
Childers State School



Barbara Jenkin
School council chair
Childers State School

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