

# Investing for Success

Under this agreement for 2022  
Childers State School will receive

**\$186,405**

## This funding will be used to

<b>English Achievement</b> P-2 - 86% A-C; 45% A-B P-6 - 90% A-C; 43% A-B <b>Maths Achievement</b> P-6 - 92% A-C; 61% A-B <b>Science Achievement</b> P-6 - 94% A-C; 39% A-B	End of Semester Reports on OneSchool Pat-R (Progressive Achievement Test Reading) <u>PROBE</u> (Prose Reading Observation Behaviour and Evaluation of Comprehension) PAT-R (Progressive Achievement Test-Reading)
100% of students on speech programmes developed by Speech Pathologist attain set goals developed by Speech Pathologist	Speech Sound Screener

## Our initiatives include

Initiative
Continuing to provide teachers and teacher aides with professional development on the Gradual Release of Responsibility Model across all subjects.
Continuing to increase teachers' repertoire of effective strategies for teaching text processing and comprehension across all subjects through the Gradual Release of Responsibility Model.
Providing professional development and coaching to ensure teachers are able to deconstruct the Australian Curriculum with a focus on English, Mathematics and Science.
The continued implementation of the social-emotional learning programme PATHS to build resilience and mental wellbeing in children.
Continuing to develop collaborative data inquiry processes through the use of data available on OneSchool (to build teacher's knowledge and ability to interpret data, identify and scale-up effective teaching practices to better differentiate).
Continuing to prepare and support teacher aides to consolidate student learning in literacy with particular emphasis on phonics, reading and writing. Implement PLD reading across years Prep to Year 2 and PLD Spelling across Prep to Year 6.
Providing professional development to improve teacher capacity in the area of teaching spelling – teachers to do PLD Spelling.
Access the Reading HUB for specific professional development in relation to Reading.
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 coaching model.
Providing focused and intensive teaching for students requiring additional support to demonstrate achievement against the year level achievement standards.
Providing intensive support by teacher aides in the area of Literacy with particular emphasis on Phonics, Reading and Spelling to ensure that students reach year level standards in reading.



Action	Cost
<b>Employee teacher aides to support the initiatives identified below set out in the following actions.</b>	<b>\$186,405</b>
Continuing to implement a social and emotional wellbeing programme PATHS (Promoting Alternative Thinking Strategies) – train staff, purchase necessary resources, timetable lessons.	School based funding for resources. I4S funds used to employ teacher aides to prepare resources.
Developing and adapting an oral language and a literacy programme with the emphasis on the acquisition of phonics for use by teachers in Years Prep, 1 and 2 for all students with focused teaching lessons. Implement PLD Reading and Spelling across prep to year 2.	School based resources as well as I4S funding to employee teacher aides to support the implementation.
Implement PLD Spelling for years 3 to 6.	Use of teacher aides employed through I4S funds to support the implementation of the programme.
Delivering oral language programs to students from Years Prep to Year 2. Provide teachers with support from Speech Language Pathologist to deliver quality programmes.	Use of teacher aides employed through I4S.
Identifying students who require further intensive intervention from Speech Language Pathology and other outside agencies and implement program.	Teacher aide time provided from I4S funds.
Utilising specialist staff and teacher aides to provide intensive support for at risk students in literacy and/or numeracy.	School based support Teacher aides employed through I4S.
Employing teacher aides to work with students to deliver the Gradual Release of Responsibility Model for Reading as well as intensive one on one reading support for at risk students.	I4S funds to employ teacher aides.
Teacher aides are provided with professional learning opportunities to enable them to support and assist the implementation of units of work in English, Maths and Science. They work in classrooms to support students. This support is closely monitored by the class teacher.	I4S funds used to employ teacher aides.
Teacher aides support and assist the implementation of units of work in English, Maths and Science. They work in classrooms to support students. This support is closely monitored by the class teacher.	I4S funds used to employ teacher aides.



**Robyn Philpott**  
Principal  
School name

**Michael De'Ath**  
Director-General  
Department of Education



**Queensland  
Government**