

# Investing for Success

## Under this agreement for 2017 Cannonvale State School will receive

**\$263 912**

### This funding will be used to

- Increase the percentage of Prep students reaching a PM reading level of '8' by the end of 2017 from 56% to 90%.
- Increase the percentage of Year 1 students reaching a PM reading level of '16' by the end of 2017 from 78% to 90%.
- 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 94.1% in Year 1 (2016) to 96% in Year 2 (2017).
- Increase the percentage of students achieving a "C" standard or above in English from 94.1% in Year 2 (2016) to 96% in Year 3 (2017).
- Increase the percentage of students meeting NAPLAN national minimum standard in Year 3 reading from 92.6% to 100%.
- Increase the number of students in the NAPLAN upper two bands in Year 3 reading from 51.6% to 55%.
- Increase the percentage of students at or above the NAPLAN National Minimum Standard from 96.3% in 2015 Year 3 reading to 100% in 2017 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).

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- Undertake a case management approach - data reviewed 10 weekly with teacher and school improvement team to identify and verify the effectiveness of strategies currently in use (Sharratt and Fullan Parameter 6).
- Embed the culture, climate, processes and protocols of classroom observation, feedback and coaching to support professional development and encourage reflective practice/action learning.
- 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

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| • Employing extra staff to support student improvement by teaching smaller targeted groups, tracking student achievement and overseeing case management.  | \$240 454 |
| • 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. | \$23 458  |

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