

Investing for Success

Under this agreement for 2022
Cunnamulla P-12 State School will receive


\$128,957*

This funding will be used to

<p>Curriculum and Pedagogy Reading</p> <ul style="list-style-type: none"> • Improve reading across primary year levels • Introduce reading instruction and continue PLD focus into lower secondary year levels 	<p>Baseline/endpoint</p> <p>Primary Years:</p> <ul style="list-style-type: none"> • 100% of students complete Early Start • 100% students tracked on Literacy Continuum to target intervention • English 60% C or better • 30% growth across the Literacy Continuum clusters <p>Secondary Years (Years 7-10):</p> <ul style="list-style-type: none"> • 100% students tracked on Literacy Continuum to target intervention • Timetabled reading instruction lessons in Year 7 and 8 classes and the introduction of a PLD approach • English 60% C or better <p>Comparison</p> <ul style="list-style-type: none"> • Early Start data • AEDC • Historical A-E and Literacy data to establish individual student improvement over time <p>Monitoring</p> <ul style="list-style-type: none"> • Regularly scheduled curriculum and differentiation meetings • Data collection as per school data plan including reinstatement of data wall • Instructional coaching • Next steps clearly defined and implemented • Case management • Parent/Carer/Guardian engagement at home and in the classroom
<p>Diverse Learners</p> <ul style="list-style-type: none"> • Continue to develop an inclusive culture which values high expectations of all students and the belief that all students can be successful with appropriate support • Champion differentiation and the need for curriculum to be appropriate and engaging at an individual student's level, needs, and interests 	<p>Baseline/endpoint</p> <ul style="list-style-type: none"> • Budgeted funds are expended to meet learning needs • 100% completion of ICPs, ESPs, Complex Case and Complex Care plans • Whole school participation in data analysis and planning of next steps • Strategic coaching by and team teaching with members of the Leadership Team • 100% of staff involved in professional development determined by APDP and aligned with school priorities <p>Comparison</p> <ul style="list-style-type: none"> • Historical attendance data to establish increased student engagement over time

	<ul style="list-style-type: none"> Historical A-E and Literacy data to establish individual student improvement over time Monitoring <ul style="list-style-type: none"> Regularly scheduled curriculum and differentiation meetings Data collection as per school data plan including reinstatement of data wall Diagnostic, formative and summative assessment Instructional coaching Case management Parent/Carer/Guardian engagement at home and in the classroom
Expert Teaching Teams <ul style="list-style-type: none"> Upskill and expertise staff in relation to (1) effective behaviour management and (2) Indigenous educational practices 	Baseline/endpoint <ul style="list-style-type: none"> Expert teaching team established for staff to access for assistance with behaviour management needs Create a behaviour approach that formalises management options outside of the classroom before escalating to the administration Increased cultural capability and capital within the school by introducing Indigenous language opportunities for students Introduction of curriculum opportunities that are more relevant and of importance to Aboriginal and Torres Strait Islander students A stronger focus on and higher quality delivery of cultural experiences within the school Comparison <ul style="list-style-type: none"> Historical attendance data to establish increased student engagement over time Historical A-E and Literacy data to establish individual student improvement over time Monitoring <ul style="list-style-type: none"> Regular contact with local elders and community groups Data collection as per school data plan Parent/Carer/Guardian engagement at the school Student voice in decision-making and ownership of and pride in the school and its values

Our initiatives include

Initiative	Evidence Base
<ul style="list-style-type: none"> Continuing to drive the Keeping the Early Years in the Spotlight (KEYS) project across the community to enhance the smooth transition into Prep, culminating in a sustainable program to ensure continuation Providing education for parents and early years educators to support the development of oral language and early literacy and numeracy skills at home and at school Analysis of student data to monitor progress, guide professional practice and transitions, and prompt early intervention 	<p>Sharratt, L. & Fullan, M. (2012). Putting Faces on the Data: What Great Leaders Do. Corwin, Thousand Oaks.</p> <p>Sharratt, L. (2019) Clarity: What Matters Most in Learning, Teaching and Leading. Corwin Press.</p> <p>Australian Institute for Teaching and School Leadership: Research and evidence</p> 

<ul style="list-style-type: none"> • Inclusive opportunities for all students to reach their potential as successful learners, and to identify and support top students, students with disabilities, and at risk students • Establish culturally responsive school case management approaches for all students' reading achievement by building staff capability • Enhance teacher knowledge and understanding of Australian Curriculum Reading through an in-depth focus on Standards of Achievement and Curriculum Intent through whole school and regional moderation processes • Use Early Start, Literacy Continuum and PLD data to establish reading goals for students • Work collaboratively with the Centre for Learning and Wellbeing (CLaW) to continue the development of embedded, high quality and self-sustaining approach to reading improvement • Implement Instructional Coaching across the whole school to develop teacher knowledge and expertise to include and engage all learners 	<ul style="list-style-type: none"> • Spotlight – Reframing Feedback to Improve Teaching and Learning https://www.aitsl.edu.au/tools-resources/resource/spotlight-reframing-feedback-to-improve-teaching-and-learning • Instructional Coaching https://www.aitsl.edu.au/tools-resources/resource/instructional-coaching <p>Archer, A. & Hughes, C. (2011). Explicit Instruction: Effective and Efficient Teaching. The Guilford Press, New York.</p> <p>Qld Department of Education</p> <ul style="list-style-type: none"> • Assessment and Moderation Hub
---	---

Our school will improve student outcomes by

Actions	Costs
Continuing to employ an extra Early Years Teacher	\$79,399
Continuing to employ an extra Teacher Aide	\$40,504
Continuing lease of the School Bus	\$9,054



Ystyn Francis
Principal
Cunnamulla P-12 State School



Michael De'Ath
Director-General
Department of Education



**Queensland
Government**