

# Investing for Success

Under this agreement for 2019

Caravonica State School will receive

**\$176,308**

## This funding will be used to

Target	Measures
Maintain [P-2] and increase [Y3] A-E data in English and Math as students transition from Y1 into Y2 and Y2 into Y3. Goal: early, intentional and targeted intervention.	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ English 95%C or better Year 1, Semester 2 (2019)</li> <li>○ English 95%C or better Year 2, Semester 2 (2019/2020)</li> <li>○ English 86%C or better Year 3, Semester 2 (2020/2021)</li> <li>○ Year 3 National Assessment Program – Literacy and Numeracy (NAPLAN) Mean Scale Score MMS data (2020/2021).</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Teacher planning documents and lesson observations</li> <li>○ Right to Information (RTI) programs developed/implemented</li> <li>○ Student feedback and work samples</li> <li>○ English and Math A–E data - movement</li> </ul> </li> </ul>
<p>Increase student engagement in school evidenced by reduced office referrals and repeated School Disciplinary Absences [SDAs]; and increased attendance for identified students.</p> <p>Continue to monitor data of all students with individual teachers to ensure all students are catered for and engaged with learning.</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ School Disciplinary Absences (SDA) data – decrease for identified students (2018 v 2019)</li> <li>○ Office referral data – decrease (2018 v 2019)</li> <li>○ Attendance data – decrease absences for targeted groups &lt;80% and between 80-90%</li> <li>○ Maintain or increase A-E data across school</li> <li>○ Level of support rating for 4 domains impacting achievement [engagement/behaviour, attendance, social/emotional, academic]</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Case management meetings – support developed and given</li> <li>○ RTI programs developed/implemented</li> <li>○ Student feedback</li> <li>○ English and Math A–E data - movement</li> </ul> </li> </ul>
Strengthen transition programs from Early childhood Education and Care (ECEC) providers to prep and from Y6 into Y7 [catchment state high schools]	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ Transition Statements known and used by Prep teachers</li> <li>○ &gt;90% of statements received</li> <li>○ Links with 4 ECEC providers – Prep teachers to visit sites in pairs</li> <li>○ 90% of future preps participate in transition program (Nov)</li> <li>○ Double amount of students involved in SSHS extension activities in 2019 (compared to 2018)</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Cohort meetings</li> <li>○ Teacher feedback – ECEC visits and learnings</li> <li>○ Student feedback – Y6 transition/high school involvement</li> <li>○ Prep A-E data (English/Math) 2020 as a result of transitions</li> <li>○ Y6 A-E data (English/Math/Science) for targeted students as a result of extension opportunities</li> </ul> </li> </ul>

## Our initiatives include

### Establish school case management approaches to raising achievement by building teacher capability

- Embed whole of school approach to the teaching of reading, writing and mathematics with coaching/feedback
- Purchase physical, online and human resources to support explicit instruction

\* 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.



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**Develop continuous process of understanding student performance in reading/writing/math [data informed practice]**

- Each teacher to meet with HOC to analyse data and 'where to next' – develop shared understanding of data informed practice
- Set term by term targets [with scheduled student progress meetings] to monitor progress and 'value added' teaching
- Continuation of online PAT data collection to monitor progressive achievement
- Build capacity of teachers to develop and successfully implement challenging yet achievable Individual Curriculum Plans.

**Implement school wide approach to case management [academic, behavioural, engagement]**

- Establish effective school processes
- Implement RTI Tier 2 Intervention model including scheduled data check ins every 4 weeks for at risk students
- Purchase of teacher aide and teacher hours for intensive evidence based RTI Tier 2 and Tier 3 intervention programs

**Support Pre-Prep transition for students and families**

- Continuation of playgroup to build school links
- Teachers to visit local ECEC providers to build links and understanding of kindy curriculum
- Continuation of prep transition days

**Support high school transition for students and families**

- Extension of Young Scholars and Global Tropics Future participation
- Use of high school teachers to teach classes at Caravonica – build links
- Continuation of transition meetings with high school staff

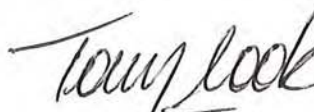
**Research** – Archer and Hughes, Sir Jim Rose, APPA, Solution Tree RTI, 5 from Five, Lyn Sharratt, Richard and Rebecca DuFour

### Our school will improve student outcomes by

Actions	Costs
Improving teacher pedagogy and capability [Australian Curriculum, data analysis, engagement] Purchase resources to support programs Refining teacher planning – differentiation, Individual Curriculum Plans Developing short, medium and long term goals for students – based on data analysis, data informed practice Coaching and feedback	\$ 35 000
Developing an ongoing cycle of data collection and decision making – data informed practice Develop case management approach led by middle leaders [GO, HOC, DP] Use of regional resources/support	\$ 30 000
Increasing support for students with identified/targeted needs - salary	\$101 308
Building pre-prep transitions – shared understanding about our academic and developmental expectations of our prep students before, during and by the end of the prep year [including playgroup] Developing links with ECEC providers Build capacity in parents to support students at home – parent workshops and information sessions Build high school transitions through increased engagement, linking with specialist teachers	\$ 10 000



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Principal  
Caravonica State School



**Tony Cook**  
Director-General  
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