

Investing for Success

Under this agreement for 2022

Caravonica State School will receive

\$185 230*

This funding will be used to

Target	Measures
<p>Increase student achievement in P-2 [A-E data] in English and Math as students transition through the early years. This is particularly important as the impacts and disruptions from 2020 have impacted learning programs.</p> <p>Goal: differentiated and intentional teaching as Universal Tier 1 in all classrooms plus early, intentional and targeted intervention followed up with ongoing monitoring of student outcomes and strategies for success.</p>	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> ○ English 90%C or better Prep, Semester 2 ○ English 90%C or better Year 1, Semester 2 ○ English 90%C or better Year 2, Semester 2 <p>Monitoring:</p> <ul style="list-style-type: none"> ○ Teacher planning documents, student progress meetings and lesson observations ○ RTI programs developed/implemented ○ Student feedback and work samples; moderation ○ Term by term class data analysis and action planning
<p>Increase student engagement + participation in school evidenced by reduced office referrals and repeated School Disciplinary Absences [SDAs]; and increased attendance for identified students.</p> <p>Develop Inclusion and Engagement Team with portfolios in Teaching and Learning, Behaviour, Attendance + Participation, and SWD/NCCD students. Each portfolio will have mapped Response to Intervention [RTI] and key decision-making junctures defined.</p> <p>Continue to monitor data of all students with individual teachers to ensure differentiation occurs for all students. Responsive case management of targeted students.</p>	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> ○ SDA data – decrease for identified students (2019 to 2022) ○ Office referral data – decrease (2019 to 2022) ○ Attendance data – decrease absences for targeted group (85-90% attendance) ○ All SWD attending full time or planning in place to move towards full time attendance and engagement ○ All Tier 3 students to reach individualised goals as per Individual Support Plans ○ Maintain or increase A-E data across school <p>Monitoring:</p> <ul style="list-style-type: none"> ○ Case management meetings – targeted, ongoing ○ RTI programs developed/implemented ○ Student feedback ○ Staff and parent satisfaction <p>English and Math A–E data - movement</p>
<p>Strengthen transition programs into, through and out of Caravonica State School.</p> <p>Into school – refine current transition program including early links with ECDP, use of transition information, specialised transition for identified students using Early Years Pathways teacher. Informed practice – use of all available information to plan for students <i>'students don't get ready for school – school needs to get ready for ALL our students'</i></p> <p>Through school – refine processes including transition meetings and meet the student/teacher sessions for identified students.</p> <p>Out of school – continue to develop suitable transition opportunities for ALL Y6 students.</p>	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> ○ Transition Statements known and used by Prep teachers ○ >90% of statements received ○ Links with 4 ECEC providers ○ 90% of future preps participate in transition program (Nov) ○ 10% of Y6 students involved in SSHS extension activities <p>Monitoring:</p> <ul style="list-style-type: none"> ○ Teacher feedback – ECEC visits and learnings ○ Student feedback – Y6 transition/high school involvement ○ Parent feedback – all stages of student transition ○ Prep A-E data (English/Math) 2022 as a result of transitions <p>Y6 A-E data (English/Math/Science) for targeted students as a result of extension opportunities</p>



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Our initiatives include

Embed school approach 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 intentional, differentiated and inclusive teaching

Develop continuous process of data informed practice

- Each teacher to meet with HODC to analyse data and 'where to next' – shared understanding of data informed practice
- Build capacity of teachers, including SWD teachers, to develop and successfully implement challenging yet achievable Individual Curriculum Plans or differentiated learning plans [at curriculum level]. Focus: inclusive teaching.

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

- Develop HOD Student Services position to lead case management approach
- Refine work of Inclusion and Engagement team
- Embed RTI model across all portfolio areas - including scheduled check ins every 5 weeks for at risk students
- Create Youth Worker position for evidence based RTI Tier 2 and Tier 3 intervention programs
- Continue to work with FNQ Engagement Team to build staff capability and team approach to case management

Support 'Into, through and out of school transition' for students and families

- Develop whole school approach to transition with timelines, Goal: get school ready for ALL our students
- Teachers to visit local ECEC providers and ECDP to build links; Focus: 'into school' transition
- Continuation of formalised Young Scholars partnership with Smithfield High School
- Build links with Redlynch State College and Smithfield State High School; focus: 'out of school' transition

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
Improve teacher pedagogy and capability [curriculum, data analysis, engagement, differentiation] Purchase resources to support programs Develop short, medium and long term goals for students – data informed practice Schedule coaching and feedback sessions Work with Regional Office staff to support our goals and targets	\$ 55 000 [207012]
Develop an ongoing cycle of data collection and decision making – data informed practice + RTI Develop case management approach led by middle leaders [GO, HODC, HODSS, DP, HOSES] Use of regional resources/support	\$ 20 000 [207014]
Support students with identified/targeted needs – Teacher Aide and Youth Worker salary	\$98 754 [207011]
Build 'into, through and out of school' transition programs – shared understanding about the social/emotional and academic needs of our students. Develop links with ECEC providers incl ECDP; and links with feeder high schools Build capacity in parents to support students at home	\$ 11 476 [207015]



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