

Investing for Success

Under this agreement for 2019
Worongary State School will receive

\$271, 072*

This funding will be used to

Target	Measures												
1. Increase the percentage of students achieving a 'B' or above on their end of Semester English and Maths Report.	<ul style="list-style-type: none"> Baseline/endpoint: These cohort specific targets are relative to 2018 Semester English Reporting data 												
	Sem	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
		From	To	From	To	From	To	From	To	From	To	From	To
	1	47%	50%	31%	35%	49%	55%	31%	35%	34%	40%	38%	45%
	2	43%	55%	32%	40%	47%	60%	39%	45%	37%	45%	39%	50%
	These cohort specific targets are relative to 2018 Semester Maths Reporting data												
	Sem	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
		From	To	From	To	From	To	From	To	From	To	From	To
	1	61%	65%	53%	55%	51%	55%	30%	40%	42%	45%	45%	50%
	2	60%	67%	61%	65%	61%	65%	42%	50%	46%	50%	43%	55%
2. Increase the percentage of students transitioning throughout the Early Years on track. Particular reference to the AEDC Language and Cognition Domain.	<ul style="list-style-type: none"> Comparison: <ul style="list-style-type: none"> Historical English and Maths "A-E" school assessment data Monitoring: <ul style="list-style-type: none"> Teacher planning documents and lesson observations Student Reading Journal feedback Student writing feedback and work samples Student numeracy assessment feedback Student Assessment Portfolio and moderation processes Student numeracy assessment feedback Movement on P-10 Literacy continuum English and Maths "A-E" data 												
	<ul style="list-style-type: none"> Baseline/endpoint: <ul style="list-style-type: none"> Percentage of students transitioning into Prep 'on track' in the AEDC Language and Cognition Domain (from 81.6% in 2018 to 90% in 2021) Percentage of Prep students achieving within the normal range using the Sutherland Phonological Awareness Test – Revised (SPAT-R) (from 74% to 95%) Percentage of students transitioning into year 2 achieving at or above a "C" level in English and Maths (from 79% in 2018 to 90% in 2020). Comparison: <ul style="list-style-type: none"> Percentage of students achieving a "C" or above in English and Maths Percentage of Prep students within the normal range using the SPAT-R Percentage of students transitioning into Prep 'on track' in the AEDC Language and Cognitive Domain Monitoring: <ul style="list-style-type: none"> P – 10 Literacy continuum monitoring QLD Health Developmental Milestones Research data relating to the Nerang Alliance's partnership with Griffith University Diagnostic assessments Speech Language Pathologist Assessments Early Childhood Education Center Transition Statements Teacher planning documents and lesson observations 												

* 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.



Our initiatives include

Initiative	Evidence-base
1. Embedding a culture of growth mindset into our school's assessment and reporting culture. Supporting individuals within all teaching teams to gain deep knowledge of the Australian Curriculum, how it will be implemented and consistently assessed across the year level. This initiative will ensure all students know what is expected of them to achieve excellence.	<ul style="list-style-type: none"> Sharratt, L. (2018) CLARITY: What Matters MOST in Learning, Teaching, and Leading 1st Edition, Corwin Literacy, California Sharratt, L and Fullan, M. (2012) Putting FACES on the Data What Great Leaders Do! SAGE Publications Inc, US Hattie, J. and Fisher, D. and Frey N. (2016) Visible Learning for Literacy at Corwin Literacy, California
2. The school's Early Year's teaching team will develop an Age Appropriate Pedagogies Cycle of Inquiry to ensure our pedagogy in the Early Years is aligned to the individual developmental needs of our students.	<ul style="list-style-type: none"> Fullan, M. (2007) Change theory as a force for school improvement. In J. Burger, C. Webber, P. Klinck (Eds.), <i>Intelligent Leadership: Constructs for Thinking Education Leaders</i> (pp. 27–39), New York, NY: Springer. Jackson, N. E., & Coltheart, M. (2001). Routes to reading success and failure: Toward an integrated cognitive psychology of atypical reading. New York, NY; Psychology Press Queensland Department of Education and Training (2015). Age-appropriate pedagogies for the early years of schooling: Foundation Paper. Brisbane, Australia: Queensland Government.

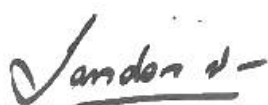
Our school will improve student outcomes by

Priority 1

Actions	Costs
Employing a Pedagogical Coach to support teachers in aligning their pedagogy to the identified needs of the students.	\$80,000
Employing a Head of Curriculum to support the development of a whole school culture to curriculum planning, assessment and reporting	\$100,000
Implementing targeted intervention and extension support using highly specialised Student Support Officers	\$45,572

Priority 2

Actions	Costs
Leading the Nerang Alliance of State School's Early Years Project and funding the employment of a Nerang Alliance Early Years Coach	\$ 11,500
Investing in additional Speech Language Pathology to build the capacity of our teaching staff and specialised Student Support Officers to implement an age appropriate oral language program.	\$ 19,000
Implementing targeted intervention and extension support using highly specialised Student Support Officers	\$15,000



Landon Dare
Principal
Worongary State School



Tony Cook
Director-General
Department of Education

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**Queensland
Government**