Investing for Success

Under this agreement for 2020 Worongary State School will receive

$272,754 *

This funding will be used to

<table>
<tr><th>Target</th><th>Measure</th></tr>
<tr><td>1.Increase the percentage of students achieving a year's worth of reading growth for a year's worth of schooling.</td><td>
Baseline/endpoint:
These cohort specific targets are relative to 2019 PATR data (Stanine 7, 8 and 9)
<table>
<tr><th rowspan="2">Sem</th><th colspan="2">Year 1</th><th colspan="2">Year 2</th><th colspan="2">Year 3</th><th colspan="2">Year 4</th><th colspan="2">Year 5</th><th colspan="2">Year 6</th></tr>
<tr><th>From</th><th>To</th><th>From</th><th>To</th><th>From</th><th>To</th><th>From</th><th>To</th><th>From</th><th>To</th><th>From</th><th>To</th></tr>
<tr><td>2</td><td>18%</td><td>23%</td><td>18%</td><td>23%</td><td>29%</td><td>31%</td><td>30%</td><td>31%</td><td>20%</td><td>23%</td><td>11%</td><td>23%</td></tr>
</table>
Comparison:
○ Historical PATR assessment data
Monitoring:
○ Movement on P-10 Literacy continuum (Reading Texts and Comprehension)
○ Student Assessment Portfolio (Formative Assessments)
</td></tr>
<tr><td>2.Increase the percentage of students achieving a 'B' or above in Science and Technology Semester 2 Report by strengthening understandings of the ACARA Curriculum and Achievement Standards.</td><td>
Baseline/endpoint:
These cohort specific targets are relative to 2019 Semester Science Reporting data
<table>
<tr><th rowspan="2">Sem</th><th colspan="2">Year 1</th><th colspan="2">Year 2</th><th colspan="2">Year 3</th><th colspan="2">Year 4</th><th colspan="2">Year 5</th><th colspan="2">Year 6</th></tr>
<tr><th>From</th><th>To</th><th>From</th><th>To</th><th>From</th><th>To</th><th>From</th><th>To</th><th>From</th><th>To</th><th>From</th><th>To</th></tr>
<tr><td>2</td><td>59%</td><td>61%</td><td>60%</td><td>61%</td><td>53%</td><td>55%</td><td>48%</td><td>50%</td><td>44%</td><td>50%</td><td>28%</td><td>35%</td></tr>
</table>
These cohort specific targets are relative to 2019 Semester Technology Reporting data
<table>
<tr><th rowspan="2">Sem</th><th colspan="2">Year 1</th><th colspan="2">Year 2</th><th colspan="2">Year 3</th><th colspan="2">Year 4</th><th colspan="2">Year 5</th><th colspan="2">Year 6</th></tr>
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<tr><td>2</td><td>63%</td><td>65%</td><td>52%</td><td>55%</td><td>46%</td><td>50%</td><td>53%</td><td>55%</td><td>40%</td><td>45%</td><td>38%</td><td>45%</td></tr>
</table>
Comparison:
○ Historical Science and Technology "A–B" school assessment data
Monitoring:
○ Student Assessment Portfolio and moderation processes
○ Science and Technology "A–B" data
</td></tr>
<tr><td>3.Increase the percentage of students transitioning throughout the Early Years happy, healthy and on track for success.</td><td>
Baseline/endpoint:
○ 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 the Early Start on Entry data
○ Percentage of students transitioning into Year 1 and Year 2 achieving at or above a "C" level in English and Maths (from 83% in 2019 to 95% in 2021).
Comparison:
○ Percentage of students transitioning into Prep 'on track' (Language and Cognitive Domain)
○ Percentage of Prep students within the normal range using the Early Start on Entry data
○ Percentage of students achieving a "C" or above in English and Maths
Monitoring:
○ P – 10 Literacy continuum monitoring
○ QLD Health Developmental Milestones
○ Research data relating to the Nerang Alliance's partnership with Griffith University
○ Speech Language Pathologist Assessments
○ Early Childhood Education Centre Transition Statements
</td></tr>
</table>

Queensland Government

**Funding amount estimated on 2019 data. Actual funding will be determined after 2020 enrolment data are finalised. Actual expenditure may vary due to changes in finalised 2020 enrolment data and student learning needs.*

Our initiatives include

Initiative	Evidence-base
1. Embedding a culture of curriculum clarity and precision into daily reading pedagogy. School leaders will support teachers to gain a sense of clarity through being consistent, persistent and insistent in knowing, expecting and seeing effective, high impact practices that have a positive impact on student achievement.	• 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. Teachers will gain a deeper understanding of how the implementation of STEM drives innovation. A STEM specialist will coach teachers and support students to gain a deeper understanding of ACARA's Science and Technology Curriculum and Achievement Standards.	• Becker, K. & Park, K. 2011, 'Effects of integrative approaches among science, technology, engineering, and mathematics (STEM) subjects on students' learning: A preliminary meta-analysis', Journal of STEM Education: Innovations and Research • Department of Education and Training 2016, Advancing education: consultation report, Queensland DET, Brisbane. • Schleicher, A 2015, The case for 21st-century learning, OECD, viewed 30 March 2016, http://www.oecd.org/general/ • The case for 21st-centurylearning.htm Jensen, B 2010, Investing in our teachers, investing in our economy, Grattan Institute, Melbourne.
3. 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.	• Fullan, M. (2007) Change theory as a force for school improvement. In J. Burger, C. Webber, P. Klinck (Eds.), *Intelligent Leadership: Constructs for Thinking Education Leaders*, 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 to align pedagogy to the identified needs	$84,900
Implementing targeted intervention and extension support using highly specialised Student Support Officers	$34,200

Priority 2

Actions	Costs
Employing a STEM teacher to support the development of higher order thinking skills	$54,500
Implementing targeted intervention and extension support using highly specialised Student Support Officers	$34,200

Priority 3

Actions	Costs
Leading the Nerang Alliance of State School's Early Year's Project and funding the employment of a Nerang Alliance Early Years Coach	$8,250
Investing in additional Speech Language Pathology to enhance the capacity of our teaching staff and specialised Student Support Officers to implement an age appropriate oral language program.	$22,500
Implementing targeted intervention and extension support using highly specialised Student Support Officers	$34,204

Landon Dare
Principal
Worongary State School

Tony Cook
Director-General
Department of Education

Queensland Government

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