

Investing for Success

Under this agreement for 2019 Carbrook State School will receive

\$127,862*

This funding will be used to

- Employ additional teacher aides to assist with support and intervention programs for identified students in literacy and numeracy
- Support teachers in their targeted and strategic curriculum planning to meet the needs of all students in P – 6 through participation in year level planning meetings scheduled once a term to analyse student data and forward plan
- Support students through differentiated instruction via a reteach, maintain and extend model across the school
- Improve teacher capability through focussed professional development opportunities to improve student performance conducted within year level planning meetings by DP and Learning Development Coach
- Increase student performance in reading across the school in years 3 and 5
 - Increase the percentage of students in the U2Bs in reading for year 3 to 55% or above
 - Increase the percentage of students in the U2Bs in reading for year 5 to 45% or above
- Increase student performance in mathematics across the school in years 3 and 5
 - Increase the percentage of students in the U2Bs in numeracy for year 3 to 45% or above
 - Increase the percentage of students in the U2Bs in numeracy for year 5 to 30% or above
- Increase the percentage of 'C and above' English A to E achievement results to 85% or greater across P - 6
- Increase the percentage of 'C and above' Mathematics A to E achievement results to 85% or greater across years P – 6
- Purchase maths mastery daily workbook for students in Year 2 – 6 to build student's automaticity and fluency in fundamental maths skills through participation in structured lessons combining a balance of teacher-directed and student-directed learning

Our initiatives include

- Continue to strengthen the work of the Academic Performance Team consisting of the Learning Development Coach, support teachers and teacher aides that track students performing below NMS and students performing in U2Bs in Reading, Spelling, Writing and Number by employing additional support teachers and teacher aides to assist with intervention and enrichment programs
- Continue a cycle of professional development, coaching and feedback whereby the Learning Development Coach works with teachers on a gradual release of responsibility model that consists of modelling, co-teaching, observation and feedback to drive the consistent use of high yield instructional strategies and higher ordering thinking skills in the target areas of reading, writing, spelling and numeracy
- Continue to refine year level responses to intervention and enrichment through extend, maintain and reteach model across Years 1 – 6 utilising the Academic Performance Team and teacher aides within classrooms
- Continue to develop the teaching team through regular year level planning meetings involving data analysis, professional development and forward planning led by the Deputy Principal and Learning Development Coach
- Purchase a student workbook for students to engage in structured lessons as per the maths mastery program to allow students to record, summarise and represent their own personal data daily, enabling them to track their individual progress and providing an invaluable diagnostic tool and assessment record for teachers.
- Accelerated Literacy Learning Website – Griffith University <http://www.accelerating-literacy-learning.edu.au/>
- Archer, Anita and Hughes, C – Explicit Instruction – Effective and Efficient Teachers, Gilford Press, 2011
- Dufour, R (et al) Learning by Doing, Hawker Brownlow, 2010
- Communication with Stuart Dale (Regional Technology Manager); development of IT Infrastructure Plan
- Communication with Karen Martin (Senior Finance Officer), Mick Kelly (Senior Finance Manager) ;budgeting, resourcing and provisions for IT infrastructure Plan

* 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.



- Beers, K and Pobst , R – Notice and Note strategies for Close Reading, Heinemann 2012
- Farkota, R - Junior Elementary Math Mastery, OzMath Press, 2010
- Fisher, D and Frey, N and Anderson, H – Test Dependent Questions, Grades K to 5 Pathways to close and critical reading, Corwin Press, 2014
- Hattie, John – Visible Learning a Synthesis of over 800 Meta-analysis relating to Achievement, Routledge, 2009
- Hattie, John – Visible Learning for Teacher, Maximising Impact on Learning, Routledge, 2012
- Hollingsworth, J and Ybarra, S – Explicit Direct Instruction: The Power of the Well-Crafted, Well-Taught Lesson, Hawker Brownlow, 2009
- Sharratt, L and Fullan, M – Putting Faces on the Data, Corwin Publication, 2012
- Ritchart, Ron et. al. - Making Thinking Visible, How to promote engagement and understanding and independence for all learners, Jossey Bass, 2011
- Timperley, H – Realising the Power of Professional Learning, McGraw Hill Education, 2011
- George Polya, (1957) How To Solve It, 2nd ed., Princeton University Press, ISBN 0-691-08097-6.
- Peter Sullivan (2011) Teaching Mathematics Using Research Informed Strategies First published, ACER Press Australian Council for Educational Research, Victoria.
- Serravallo, J – The Reading Strategies Book, Heinemann, 2015
- Sharratt, L & Harild, G – Good to Great to Innovate, Corwin, 2015
- William, Dylan - Embedded Formative Assessment, Hawker Brownlow, 2011

Our school will improve student outcomes by

Employing support teacher to assist with intervention and enrichment support programs within the Academic Performance Team (P-6)	\$53,000
Employing teacher aides to assist with intervention and enrichment support programs (P-6)	\$35,000
Purchase teacher relief staff to year level planning meetings and professional development days	\$32,862
Purchase of Maths Mastery Workbooks for every student in P – 6	\$ 7,000
Total:	<u>\$127862</u>



Kim Egan
Principal
Carbrook State School



Tony Cook
Director-General
Department of Education

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