

Investing for Success

Under this agreement for 2018 Currimundi State School will receive

\$257,422*

This funding will be used to

In alignment with the Currimundi State School 2018 school improvement agenda this funding will be used to:

- Increase the percentage of P-6 students at or above Currimundi Reading Year Level Benchmarks from 2017 levels. Semester 1 and 2 targets for P-6 are 90%.
- Increase A-C% in English to 85% in both semesters for P-6.
- Increase Years 3 and 5 achievements in NAPLAN Reading MSS from numerically similar to national MSS (2017) to be numerically above national MSS.
- Increase motivation of students to read independently as measured by their performance in the 'word club' i.e. student #'s in 10,000, 100,000, 500,000 and 1,000,000 word clubs
- At least 85% of at-risk students in Reading in Years 1 to 5 achieving at least at their reading level, or 'C' standard, or at NMS by or before year 5.
- Maintain at least 48% improvement from pre- to post- tests in the Year 3 addition and subtraction project, Maintain 109% improvement from pre- to post- tests in Year 4 multiplication and division.
- Build a measureable increase in student wellbeing assets including resilience, social-emotional skills, sense of belonging, and hope. A measure using the Resilience Survey (Resilience Youth Australia) in Term 1 will establish a baseline. The target is to lift levels to above that of national averages for each of these assets.

Our initiatives include

- Introduce and support Teacher Teams to power school-wide improvement - based on the current Hattie #1 Visible Learning Strategy of **Collective Teacher Efficacy**.
- Align APDP processes for each teacher within their teacher teams to support their data-informed improvement agenda.
- Partially fund a 0.6 digital technology coach to work alongside teachers to understand the AC's digital technology learning area and to build skills with a view to establish a clear scope and sequence from P to 6.
- Refine and improve our evidence-based Numeracy Project in years 3 and 4
- Continuing to expand our vocabulary approach to more year levels and to incorporate into our whole school reading approach.
- Implement an evidence-based Big-6 reading approach (Initialit) in Prep with a view to evaluate and for subsequent expansion into Years 1 and 2.
- Consolidate the evidence-based MacLit and MiniLit approaches to reading intervention in Years 1 to 5 including maintaining the skill levels and hours of contact of teacher aides involved in this work.
- Reinvigorating Home Reading from Prep to 2 with a Home Reading Launch to raise the profile of reading and the need for parents to read with their children.
- Introducing a new approach to motivate students to increase their volume of reading – by measuring the word count of the books they have read and acknowledging their progress in class and on assemblies.

* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



- Measure the wellbeing assets of resilience, social-emotional skills, hope, and sense of belonging of students in Years 4-6 by using an internationally validated tool as a baseline for wellbeing interventions – and to remeasure and evaluate.
- Empower individual students, their peers, and parents to play their key roles in creating an environment for all children to learn and thrive (based on the wellbeing data) – through deeper understanding of the evidence-base supporting social-emotional skill-building as a lever to enhance academic performance.
- Empowering teachers in P-2 to implement un-intrusive strategies to build focused and sustained levels of attention, and capability to resist impulse in our young people (through a partnership with Griffith University).
- Conduct a community meeting as a first step to creating an ‘asset-building’ community to promote youth wellbeing and to provide opportunities for young people to be valued contributors to their community.
- Students being provided with a range of school-based activities to ignite their interests and passions. Students in Years 4-6 will be able to choose ‘Sparks’ electives from mid-2018.

Our school will improve student outcomes by

1. Contributing to the employment of highly experienced MacLit and MiniLit Teacher Aides, and employment of 0.1 Master Teacher with a specific focus on reading support.	\$99,986
2. Collegial planning across teacher teams; collegial class visits to share excellent practice; Collaboration with our Caloundra coalition of schools; Professional development of teachers and teacher aides in all aspects of the Currimundi Teaching and Learning framework and of the whole school balanced reading framework - including (internal and external PD); TRS for offsite training; TRS for lesson observations and feedback; presenter fees; and other workshop costs.	\$96,270
3. Parent and Community workshops costs for Home Reader launch and building wellbeing assets.	
4. Purchase resources to support: home reader program, accelerated reader program, Initialit and STEM resources, resources to support Sparks electives	\$121,010
Total:	\$317,266.00
2018 indicative funding (\$257,422) plus the 2017 carry-over amount (\$59,844)	\$317,266
Additional funds carried over from 2017	\$59,844



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Principal
Currimundi State School



Alice Taylor-Tighe
School council chair
Currimundi State School

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