

Investing for Success

Under this agreement for 2019 Currimundi State School will receive

\$220,373*

This funding will be used to

In alignment with the Currimundi State School 2019 school improvement agenda this funding will be used to:

- To lift each student in P-6, from those with A's to those with E's, and consequently improve the % students in A-C in English, Mathematics and Science. Targets are cohort-specific but average 85%.
- Increase the percentage of P-6 students at or above Currimundi Reading Year Level Benchmarks from 2018 levels; 90% of Prep students achieving the Term 4 benchmark PM level ≥ 5 ; 95% of Year 1 students achieving the Term 4 benchmark PM level ≥ 16 ; 95% of Year 2 students achieving the Term 4 benchmark PM level ≥ 20 .
- Surpass similar schools in NAPLAN Reading MSS and U2B; 100% of year 3 students meeting NMS in NAPLAN Reading.
- Increase motivation of students to read independently as measured by their performance in the 'word club' Accelerated Reader program i.e. increased 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 end of year 5.
- 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 by end of Term 4.
- Empower the CSS Wellbeing Committee through the use of wellbeing data to guide the approach involving school, peers, families and community.
- Improved Executive Functioning in Prep-1 students through engaging **CalmSpace** – to achieve similar significant gains to our 2018 trial.

Our initiatives include

- Consolidate and hone Teacher Teams to power school-wide improvement - based on the current Hattie #1 Visible Learning Strategy of **Collective Teacher Efficacy**. This includes:
 - Identifying each year level's specific improvement focus of **writing, reading or mathematics** (through data analysis).
 - To devise interventions and evaluation cycles to achieve targets. This will involve Teacher Teams utilising peer observation, feedback, and coaching to build capacity in team members.
 - To improve **Data Literacy** within Teacher Teams, i.e. the capacity to use formative, standardised and summative assessment to inform **differentiation** to promote at least one year's gain for one year's input for students at all achievement levels.
- Align APDP processes for each teacher within their teacher teams to support their data-informed improvement agenda.
- Funding a 0.6 Science coach to work alongside teachers to:
 - Build capacity in classroom teachers in the safe and effective use of our new science lab by working alongside them during science lessons
 - Generate a love of science in all students by promoting learning through authentic scientific investigations/inquiry.

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised.



- Expand the successful Big-6 early years reading approach (InitialLit) from Prep (in 2018) into Year 1 (in 2019) and planning for Year 2 implementation in 2020.
- 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.
- Consolidate a new approach (Accelerated Reader) in Years 3 to 6 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. This includes have a highly skilled full-time TA in the library to promote this and other reading projects.
- 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. A Parent/Staff/Student wellbeing committee will be reformed after debuting in Term 4 2018 – to guide the wellbeing asset development process.
- Align our current practice (PBL) to Positive Youth Development (PYD) through all staff (teaching and non-teaching) and parents reviewing all practices against the PYD philosophy of being strength-based, proactive, positive, and skill- and attitude-building to empower students to take greater control of their wellbeing.
- Explicitly teach Personal and Social Capability and Critical and Creative Thinking Skills within the context of every lesson – as aligned with the AC’s Achievement Standards and content descriptions.
- Empowering teachers in P-2 to implement un-intrusive strategies (CalmSpace) to build focused and sustained levels of attention, and capability to resist impulse in our young people (through a partnership with Griffith University).
- 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 two ‘Sparks’ electives each year.

Our school will improve student outcomes by

1. Employing a Science Coach to build capacity in teachers in the science learning area. Employing highly experienced MacLit and MiniLit Teacher Aides for early reading intervention.	\$143,450
2. Collegial planning across teacher teams; collegial class visits to share excellent practice; Collaboration with our Caloundra coalition of schools; Building capacity of teachers and teacher aides in all aspects of the Currimundi Teaching and Learning framework, data literacy, critical and creative thinking, cooperative learning, and of the whole school reading framework - including (internal and external PD); TRS for offsite training; TRS for lesson observations and feedback; presenter fees; and other workshop costs.	\$76,400
3. Parent and Community workshops costs for building wellbeing assets across the community.	
4. Purchase resources to support: Science investigations, accelerated reader program, InitialLit and STEM resources, setting up the new Science Lab and resources to support Sparks electives	\$58,687
Total:	\$278,537.00
<i>Comprised of 2019 indicative funding</i>	\$220,373
<i>plus the 2018 carry-over amount</i>	\$58,164



Terry Janz
Principal
Currimundi State School



Alice Taylor-Tighe
School council chair
Currimundi State School

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