

# Investing for Success

Under this agreement for 2019  
Cambooya State School will receive

**\$71,031\***

This funding will be used to

Target	Measures
Ensure School Mean Scores for NAPLAN Reading and Writing tests are comparable to State Results for National Minimum Standard (NMS), School Mean (Mean) and Upper 2 Bands (U2B).	<p><b><u>Baseline/ endpoint</u></b></p> <ul style="list-style-type: none"> <li>NAPLAN School Mean Results (Reading, Writing, Spelling, Grammar and Punctuation (2017)</li> <li>NAPLAN School Mean Results (Reading, Writing, Spelling, Grammar and Punctuation (2018)</li> <li>NAPLAN School Mean Results (Reading, Writing, Spelling, Grammar and Punctuation (2019)</li> <li>NAPLAN School Mean Results (Reading, Writing, Spelling, Grammar and Punctuation (2020)</li> </ul> <p><b><u>Comparison</u></b></p> <ul style="list-style-type: none"> <li>NAPLAN Reading and Writing NMS against State NMS results</li> </ul> <p><b><u>Monitoring</u></b></p> <ul style="list-style-type: none"> <li>Regional Benchmark results</li> <li>Report Card A-E Data (triangulate with NAPLAN and Progressive Achievement Tests - PAT)</li> <li>Standardised Tests - PAT, Prose Reading Observation Evaluation (PROBE), Progress for Meaning (PM) Benchmark.</li> </ul>
All Prep students will show at least 1 year's development in their language ability through 2019.	<p><b><u>Baseline/ endpoint</u></b></p> <ul style="list-style-type: none"> <li>Pre Intervention scores on the Quick Test of Language (March 2019)</li> <li>Post Intervention scores on the Quick Test of Language (June 2019)</li> </ul> <p><b><u>Comparison</u></b></p> <ul style="list-style-type: none"> <li>Pre and Post Intervention scores on the Quick Test of Language reflect growth greater than 12 months</li> </ul> <p><b><u>Monitoring</u></b></p> <ul style="list-style-type: none"> <li>Oral Language Early Years (OLEY) Program as intervention</li> <li>Chatterbox Program as intervention</li> <li>Early Start Testing results</li> <li>Regional Reading Benchmark data</li> </ul>
Increase the use of Explicit Instruction and High Yield strategies to improve student learning.	<ul style="list-style-type: none"> <li><b>Scan and Assess</b> – current use of Identifiable Explicit Instruction Strategies and other High Yield Strategies</li> <li><b>Prioritise</b> – teachers prioritise strategies to be implemented</li> <li><b>Develop and Plan</b> – teachers develop a plan to increase range and effectiveness of strategies utilised</li> <li><b>Act</b> – plans are implemented with the support of a coach</li> <li><b>Review</b> – increase in strategies and effectiveness of process.</li> </ul>

\* 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

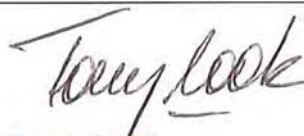
Initiatives	Evidence Base
1. Implementation of "Putting Faces on the Data" parameters to improve student attainment in Literacy. This will involve transitioning to a Literacy Block approach and supporting successful implementation through provision of human and learning resources.	<ul style="list-style-type: none"> <li>Sharratt, L and Fullan, M 2012 <i>Putting FACES on the data: What great leaders do!</i> Corwin, Thousand Oaks, CA.</li> <li>Fisher, D and Frey, N 2016 <i>Visible Learning for Literacy, Grades K-12</i> Corwin, Thousand Oaks, CA.</li> </ul>
2. Increased access to a Speech Language Pathologist to ensure early intervention for identified speech and language concerns, and to provide staff development opportunities to improve staff knowledge and skills.	<ul style="list-style-type: none"> <li>McLeod, S and Baker, E (2016) <i>Children's Speech : An Evidence-Based Approach to Assessment and Intervention</i> Pearson Education (US)</li> </ul>
3. Use of Instructional Coaching as a staff development process to improve the use of high impact/ high yield strategies and lift student attainment.	<ul style="list-style-type: none"> <li>Knight, J 2014 <i>Focus on Teaching</i> Corwin, Thousand Oaks, CA.</li> <li>Archer, AL and Hughes, CA 2011 <i>Explicit instruction: Effective and Efficient Teaching</i> Guildford Press, NY.</li> <li>Knight, J 2018 <i>The Impact Cycle</i> Corwin, Thousand Oaks, CA.</li> <li>Knight, J 2013 <i>High Impact Instruction</i> Corwin, Thousand Oaks, CA.</li> </ul>

## Our school will improve student outcomes by

Actions	Costs
1. Implementing a School Improvement Agenda to improve student attainment for all students in Literacy, with a sharp and narrow focus on Reading and Writing.	(1) \$1,000
2. Improving staff knowledge and understanding to effectively embed Literacy Blocks as the signature delivery model for Literacy at Cambooya SS.	(2) \$5,000
3. Ensuring availability of human and learning resources to support Literacy Blocks.	(3) \$47,000
4. Purchasing Additional Speech Language Pathologist (SLP) time (above regular allocation) to allow for fortnightly SLP service. This service will include screening, assessing and developing programs for identified students.	(4) \$7,000
5. Providing hearing assessments for identified students to facilitate the SLP program.	(5) \$500
6. Providing a community playgroup service under the auspices of Playgroup Queensland to provide community children access to language rich and developmentally appropriate activities.	(6) \$1,531
7. Implementing an Instructional Coaching program where classroom teachers identify high impact and high yield teaching strategies and with the assistance of a coach effectively utilise these strategies in their classroom.	(7) \$9,000



**David Wilson**  
Principal  
Cambooya State School



**Tony Cook**  
Director-General  
Department of Education

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**Queensland**  
Government