

# Investing for Success

Under this agreement for 2022

Cambooya State School will receive

**\$76,829**

This funding will be used to

Student Focussed Improvement Objective	Measures
Ensure Cambooya State School students demonstrate improved learning outcomes by attaining progressive targets, meet or exceed selected Regional Targets and Benchmarks in 2022.	<p>Short term measures</p> <ul style="list-style-type: none"> <li>Staff anecdotally report improved learning focus and standard of work across a range of learning areas.</li> </ul> <p>Medium term measures</p> <ul style="list-style-type: none"> <li>90% of students attain National Minimum Standards (NMS) for NAPLAN Year 3 Reading in 2022;</li> <li>90% of students attain National Minimum Standards (NMS) for NAPLAN Year 5 Reading in 2022;</li> <li>40% of students register in the Upper 2 Bands (U2B) for NAPLAN Year 3 Reading in 2022;</li> <li>30% of students register in the Upper 2 Bands (U2B) for NAPLAN Year 5 Reading in 2022.</li> </ul> <p>Long term measures</p> <ul style="list-style-type: none"> <li>95% of students achieve an A-C in English;</li> <li>85% of students attain Regional Reading Benchmarks;</li> <li>Student attendance exceeds 92% for all students;</li> <li>Student attendance exceeds 92% for Indigenous students.</li> </ul>
<p>Ensure Cambooya State School has a cohesive suite of teaching and planning documents to drive improvements in student learning outcomes:</p> <ul style="list-style-type: none"> <li>P-6 CARP (Curriculum and Reporting Program);</li> <li>Pedagogical Approach that is founded in research;</li> <li>Collegial Engagement Framework to provide developmental opportunities through observation, coaching and feedback.</li> </ul>	<p>Short term measures</p> <p>Increase the use of Explicit Instruction and High Yield strategies to improve student learning.</p> <ul style="list-style-type: none"> <li><b>Scan and Assess</b> – current use of Identifiable Explicit Instruction Strategies and other research based 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 peer/coach.</li> <li><b>Review</b> – increase in strategies and effectiveness of process.</li> </ul> <p>Medium term measures</p> <ul style="list-style-type: none"> <li>Walkthroughs and observations focus on evidence of implementation and artifacts from key curriculum documents.</li> </ul> <p>Long term measures</p> <ul style="list-style-type: none"> <li>Staff satisfaction Item “I am satisfied with my job at my school” exceeds 90%.</li> </ul>



## Our initiatives include

Initiatives	Evidence Base
1. Employing specialist teacher (0.3 FTE) to support quality intervention, inclusion and extension practices across the school. This role will combine aspects of teacher support and development as well as directly working with students to model effective pedagogical practices.	<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> <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. Increasing 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>

## Our school will improve student outcomes by

Actions	Costs
1. Employing specialist teacher (0.3 FTE) to support quality intervention, inclusion and extension practices across the school. This role will combine aspects of teacher support and development as well as directly working with students to model effective pedagogical practices.	<b>\$40,000</b>
2. Providing opportunities for staff to access professional development to support effective classroom inclusion and pedagogical practices. This will include release time for coaching and mentoring, accessing workshops and allowing for collegial engagement through planning and data meetings.	<b>\$33,379</b>
3. Purchasing additional Speech Language Pathologist (SLP) time (above regular allocation) to allow for a fortnightly SLP service. This service will include screening, assessing and developing programs for identified students.	<b>\$ 1,000</b>
4. Accessing PCYC Restart and Team Up Programs to provide options for students to access behavioural support with the end goal of classroom behaviour skills and strategies to support positive engagement with curriculum.	<b>\$ 2,450</b>
<b>TOTAL</b>	<b>\$76,829</b>



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