

Investing for Success

Under this agreement for 2022
Coomera State School will receive

\$266,450*

This funding will be used to

Target	Measures
1. Increase the percentage of students who achieve at C level or higher in ENGLISH to >80% and B level or higher to 50%.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ English A-C, Sem 2, 2021 to Sem 2, 2022 ○ Norm-referenced diagnostic assessments (PM Benchmarks, PROBE) Sem 2, 2021 to Sem 2, 2022 • Comparison <ul style="list-style-type: none"> ○ Distance travelled compared historically (by student) for the same length of teaching time (1 year) • Monitoring <ul style="list-style-type: none"> ○ Staff feedback on relevance and impact of professional learning ○ Student engagement and behaviour monitored as new teaching strategies applied ○ P-10 Literacy Continuum monitoring ○ Engagement with P-10 Literacy Continuum ○ Student work samples, moderation and the effectiveness of Learning Walls
2. Increase the percentage of students in NAPLAN upper two bands for Reading to 56% (Year 3) and 45% (year 5).	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ Staff feedback/reflection on current reading practices - development of a common believe and alignment of a whole school agreed practice of the teaching of reading. ○ Reading A&B, Sem 2, 2021 to Sem 2, 2022 ○ Norm-referenced diagnostic assessments (PM Benchmarks, PROBE) Sem 2, 2021 to Sem 2, 2022 • Comparison <ul style="list-style-type: none"> ○ Distance travelled compared historically (by student) for the same length of teaching time (1 year) • Monitoring <ul style="list-style-type: none"> ○ Staff feedback on relevance and impact of professional learning ○ Student engagement monitored as new teaching strategies applied ○ P-10 Literacy Continuum monitoring and teacher engagement
3. Increase the average daily student attendance from 89% to above 95%	<ul style="list-style-type: none"> • Baseline/endpoint <ul style="list-style-type: none"> ○ Sem1, 2022 to Sem 2, 2022 • Comparison <ul style="list-style-type: none"> ○ Distance travelled compared historically (by student) for the same length of teaching time (1 year) • Monitoring <ul style="list-style-type: none"> ○ PBL incentive program (Super heroes) ○ Regular following -up on student absences ○ Daily learning log – student ownership and visual representation of 'Everyday Counts'. ○ Communication of 'Everyday Counts' through Social Media and emails to families.



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Our initiatives include

- We will use a continuous process in focus areas (reading) to assess students' current performance; teach to the needs of students; and case manage students to monitor improvement (*Sharratt, L. 2019 Clarity: What Matters most in Learning, Teaching and Leading*).
- As a whole school we will continue to develop teacher capacity to differentiate and make reasonable adjustments (strategies) to individual student learning that ensures affective case management of Diverse Learners and their needs to support the success of every child (*Disability standards for Education; Inclusive Policy; Human Rights Act 2019; Every Student with a Disability succeeding; Every Aboriginal and Torres Strait Islander Student Succeeding*).
- As a whole school refine our attendance plan and school process. Linking to and unpacking the 'Student and Wellbeing Framework'.
<https://intranet.qed.qld.gov.au/EducationDelivery/HealthandWellbeing/Documents/student-learning-wellbeing-reflection.pdf#search=attendance%20policy>

Our school will improve student outcomes by

<ul style="list-style-type: none"> • Employ Pedagogy Coach teacher to build teacher capacity in the explicit teaching of reading in all learning contexts, engage in collaborative professional learning team discussions, case management and coaching. 	0.8 FTE school-based Ped. Coach \$89,449.28
<ul style="list-style-type: none"> • Employ a behaviour support teacher to build staff capacity to implement Positive Behaviour for Learning and the Student Code of Conduct with fidelity. 	1 FTE \$102,216.60
<ul style="list-style-type: none"> • Employ a HOD/C two to provide clarity of curriculum teaching and learning, support assessment and moderation, goals of student achievement and alignment of differentiated practices for Diverse Learners. 	1.0 FTE \$27,702
<ul style="list-style-type: none"> • Employ an Early Years Line Manager to support with the AAP implementation in Prep and year 1. 	0.3 FTE \$33,148.72
<ul style="list-style-type: none"> • Employ a teacher to support with specialist lessons of HASS. 	0.15 FTE \$14,725.00



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