

Investing for Success

Under this agreement for 2019
Cedar Creek State School will receive

\$69 839*

This funding will be used to

- Increase parents' satisfaction that their child's Mathematics skills are being developed from 86.7% to 95%.
- Increase the percentage of students achieving the equivalent of a "C or better" standard in Mathematics in Semester 2 from 81% in Prep (2018) to 90% in Year 1 (2019); 84% in Year 1 (2018) to 90% in Year 2 (2019); 69% in Year 2 (2018) to 80% in Year 3 (2019); 68% in Year 3 (2018) to 80% in Year 4 (2019); 63% in Year 4 (2018) to 80% in Year 5 (2019); 88% in Year 5 (2018) to 95% in Year 6 (2019); and 90% of the current Prep students achieving the equivalent of a "C or better".
- Increase the percentage of students achieving the equivalent of a "C or better" standard in English from 69% in Prep (2018) to 85% in Year 1 (2019); 77% in Year 1 (2018) to 90% in Year 2 (2019); 74% in Year 2 (2018) to 85% in Year 3 (2019); and 85% of the current Prep students achieving the equivalent of a "C or better".
- Increase the percentage of students achieving the appropriate end of year Literacy Continuum cluster for the critical aspect – "reading text" from 48% in Prep (2018) to 80% in Year 1 (2019); 76% in Year 1 (2018) to 90% in Year 2 (2019); create baseline data for Years 3-6 (2019) and achieve 90% for the current Prep students.
- Increase the percentage of students achieving the appropriate end of year Literacy Continuum cluster for the critical aspect – "aspects of speaking" from 18% in Prep (2018) to 70% in Year 1 (2019); 85.7% in Year 1 (2018) to 95% in Year 2 (2019); create baseline data for Years 3-6 (2019) and achieve 90% for the current Prep students.
- Increase the percentage of students achieving the National Minimum Standards in Reading from 92.9% to 100% for Year 3, within the next two years.
- Increase the percentage of students achieving the National Minimum Standards in Numeracy from 92.6% to 100% for Year 3, within the next two years; and 95.5% to 100% for Year 5, within the next two years.
- Increase the percentage of students achieving in the NAPLAN upper two bands in Numeracy from 22.75% to 50% for Year 3, within the next two years; and 36.3% to 50% for Year 5, within the next two years.
- Increase the percentage of students achieving in the NAPLAN upper two bands in Reading from 42.8% to 60% for Year 3, within the next two years; and 45.6% to 60% for Year 5, within the next two years.

Our initiatives include

- Providing focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level reading achievement standards for Prep – Year 3.
- Providing targeted professional development and coaching to deepen teachers' understanding of the *Literacy Continuum* and build their capability in using the Literacy Continuum to monitor and support students' progression of literacy development.
- Providing targeted professional development and coaching to deepen teachers' and teacher aides' understandings of the number strand of the Australian Curriculum: mathematics learning area and targeted and providing diagnostic testing and teaching resources to assist with the development of effective teaching and learning programs.
- Revisiting, refining or revising the school *Transition to Prep* practices using the *Supporting Successful Transition Decision-Making Tool* as a guide to map progress.

* 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.



**Queensland
Government**

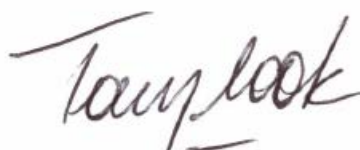
- Developing a plan for monitoring early phase literacy and numeracy, including the schedule of Early Start assessments, opportunities for professional conversations regarding student progress and strategies for intervention.

Our school will improve student outcomes by

Actions	Costs
<ul style="list-style-type: none"> • Employing teacher aides to implement the <i>Fountas and Pinnell Levelled Literacy Intervention (LLI) System</i> for identified Year 1, 2 and 3 students. 	\$33 120
<ul style="list-style-type: none"> • Employing a 0.2 teacher to providing professional development on the <i>Literacy Continuum</i> and supporting classroom teachers in using the <i>Literacy Continuum</i> to inform their teaching practice. 	\$16 000
<ul style="list-style-type: none"> • Engaging with Dr Norton (Griffith University) to upskill teachers and teacher aides in the teaching of number concepts, including the use of diagnostic assessments. • Allocating TRS to enable classroom teachers to engage in collaborative data inquiry, action learning and professional conversations around planning for and assessment of mathematics. 	\$9 357
<ul style="list-style-type: none"> • Employing an Teacher Aide to offer a Koala Joeys Family Program for Birth-Pre-Prep aged children and their parents. • Release Prep teachers to visit local kindergartens as part of our <i>Transition to Prep</i> program. • Purchasing resources to support Brigance and other testing as required, of Prep students. • Organise hearing tests for all Prep students and other identified students. • Release Prep teachers to interview all students enrolled for Prep in 2020. • Develop a "Welcome to School" package, including a reading book, for all Prep students and their families. 	\$8 212
<ul style="list-style-type: none"> • Allocate TRS to support Prep to Year 2 teachers using Early Start materials to inform teaching, learning and resourcing, and to track progress. 	\$3 150



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Cedar Creek State School



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