

Investing for Success

Under this agreement for 2019
Cooroy State School will receive

\$186,559*

This funding will be used to

Objective 1: Improve literacy

NAPLAN & A-E Data:

- 2019 Year 3 – 97% National Minimum Standards (NMS) for NAPLAN Reading (from 4-yr aggregate average of 95.65%); 47% Upper Two Bands (U2B) for Reading (from 4-yr aggregate average 68%); Comparison – 4 year aggregate historical NMS, U2B data
- 2019 Year 5 - 98% NMS for NAPLAN Reading (up from 4-yr aggregate average of 95.3%); 37% U2B for Reading (up from 4-yr aggregate average of 40.38%); Comparison: 3-yr aggregate historical NMS, U2B and students relative gain results for the school.
- Increase Proportion of Yr3 students in NAPLAN MSS Reading from 416 to 420; Writing 389 to 390; Spelling from 399 to 400; G&P from 421 to 422;
- Increase Proportion of Yr5 students in NAPLAN MSS Reading from 519 to 522; Writing 443 to 450; Spelling from 495 to 498; G&P from 506 to 510;

Reading Levels:

- Prep – 50% of students minimum PM 5; Year 1 – 75% of students minimum PM 14;
- Year 2 – 75% of students minimum PM 19; Year 3 – 75% of students minimum PM 25
- Year 4 – 75% of students minimum PM 30 and or Probe 10.5yrs
- Year 5 – 70% of students minimum Probe 11.5yrs; Year 6 – 70% of students minimum Probe 12.5yrs

Measures:

- NAPLAN; PM Benchmarks; A-E Data; Pat R & Pat M.

Objective 2: Improve Numeracy

- **NAPLAN** - 2019 Year 3 – 98% NMS for NAPLAN Numeracy (from 4-yr aggregate average of 96.8%); 43% U2B for Numeracy (from 4-yr aggregate average 32.05%); Comparison – 4 year aggregate historical NMS, U2B data
- 2019 Year 5 - 100% NMS for NAPLAN Numeracy (up from 4-yr aggregate average of 96.9%); 33% U2B for Numeracy (up from 4-yr aggregate average of 28.17%); Comparison: 3-yr aggregate historical NMS, U2B and students relative gain results for the school.
- **A-E Data Mathematics** – Sem 1, 2018 2% improvement in each year level (Year 1 to Year 6) of students receiving C or better, based on the same cohort in their previous year level (e.g. increase of 2% on Sem 1 year 4 to Sem 1 Year 5); Comparison – school historical LOA data (e.g. aggregate 3 years)
- Consistent improvement in North Coast Region “Show ME” diagnostics – pre and post testing.

Our initiatives include

- **EIA Priority 1: Literacy:** Improve student achievement of Prep – Year 6 students in spelling, reading and writing by differentiating for additional learning needs and providing targeted professional development for all teachers and teacher aides.
Evidence-Base: Research: Explicit Teaching (Department Education & Training, 2017/18); Data: LOA Levels of Achievement (LOA), NAPLAN NMS & U2B, Student Relative Gain; diagnostic testing data; School-based evidence: teacher feedback, observation and walk-throughs.
- **EIA Priority 2: Numeracy/Mathematics;** Objective 1: Improve student achievement of Prep – Yr6 students in mathematics through building in staff, increased knowledge and understanding of the Australian Curriculum: Mathematics, and creating high-quality, consistent practices and shared beliefs in the effective teaching of Mathematics.
Evidence Base: Research: Teaching Mathematics: Using research-informed strategies (Sullivan); Targeted teaching – Grattan Institute; Mindset Revolution (Boaler); LOA Data; NAPLAN – NMS, Upper 2 Bands (U2B), Mean Scale Score (MSS), Student Relative Gain: School-based evidence: Noosa and Hinterland Cluster Principals commitment to consistent, collaborative practices to improve student outcomes.

* 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.



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- **EIA Priority 3:** Improve student wellbeing in Prep – 6 through building student resilience and increased support in SEP.
Evidence-Base: Staff and parent feedback, observations, One School behaviour data, disciplinary absences.
- **EIA Priority 4:** Increase Prep engagement and improve transition practices through providing parent and student support.
Evidence-Base: Increased Prep enrolment, Parent/Student attendance at Prep Open days, Improved Prep A-E data.

Our school will improve student outcomes by

Collect, analyse and discuss data to inform responsive teaching	\$47250
<ul style="list-style-type: none"> • Release Teachers for assessment for A-E Assessment in Reading and Writing maintaining consistent and valuable data to inform planning, teaching and learning. (21 teachers x 2terms x \$450 = \$18900) 1 day per semester Release Teachers for Planning for each term (21 teachers x 3termsx\$450 = \$28350 1 day per Term) 	
Provide high-quality reading, writing numeracy instruction	\$82884
<ul style="list-style-type: none"> • WREAD ORAL Language – Writing and Reading Excellence in Academic Development Employ 4 teacher aides across Prep – Yr3 (at risk), in program for 33 weeks (4TA x33weeks x16hrs x \$32 = \$67584) 	
Pre-Moderation – Release Cohort leaders to be involved in Cluster Pre Moderation in Literacy and Numeracy	
<ul style="list-style-type: none"> • 7 teachers x \$450 x 4 Terms - \$12600 • 1 Curriculum Leader x \$450 x 1 x 4 Terms - \$1800 (RPW Numeracy) • 1 TRS replacement for HOC when required 1 x \$450 x 2 - \$900 	
Support students with additional learning needs	\$26727
<ul style="list-style-type: none"> • Increase STL&N from 0.8 to 1.0 for 2019 (\$16000) -25% directed at Maths Initiative, 75% directed to in class support of individual groups of students. • Employ Teacher Aide in SEP 16hrs per week x 40 weeks x \$32 = \$20480 (\$9753 School Funded, I4S \$26727 = \$36480) 	
Support Prep, Prep Engagement and Transition Program	\$17698
<ul style="list-style-type: none"> • Employ Teacher Aide 12hrs x 40 weeks x \$32 (\$15360) • Prep Engagement Program support (\$2000) 	
Provide Professional Development for Teacher and Teacher Aides	\$12000
<ul style="list-style-type: none"> • Provide Foundation and Proficiency in THRASS training 	

I4S Funding 2019 \$186,559; School Funded \$9753 = \$196,312



Richard Barrie
Principal
Cooroy State School



Tony Cook
Director-General
Department of Education

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