

Investing for Success

Under this agreement for 2019
Cairns West State School will receive

\$775,984

This funding will be used to

Target	Measures
1. Improve reading achievement closing the gap for P-3 students by 2019	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> • Preps achieving PM level 9 or above from 33% to 50% & WW-AP in English from 54% to 60% • Year 1s achieving PM level 19 or above from 12% to 50% & C or above in English from 47% to 60% • Year 2s achieving PM level 25 or above from 23% to 50% & C or above in English from 34% to 60% • Year 3s meeting National minimum standards (NMS) from 83% to 90% & C or above in English from 34% to 60% • Year 3s in Upper two Bands (U2B) in reading from 14% to 30% <p>Comparison:</p> <ul style="list-style-type: none"> • English A–E and National Assessment Program – Literacy and Numeracy (NAPLAN) Reading NMS data from Similar Queensland State Schools (SQSS). <p>Monitoring:</p> <ul style="list-style-type: none"> • Number of Indigenous students identified as Indigenous English as language or dialect IEAL/D • Number of New Arrival English as an Additional language or Dialect (EALD) refugees bandscaled in One School • Consolidation implementation and Explicit Teaching • Student feedback and work sample folios • Movement of P-2 on P-10 Literacy continuum • English A–E data and consistency of learning expectations. • Annual Performance Review (APR) process data.
2. Increase academic and social engagement of all students through the development of school engagement HUB and continued implementation of SEL framework	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> • Increase the number of students eligible to sign up to the Cairns West Academic Success Guarantee to 80% • Improve whole school attendance from approximately 80.5% to 88% or above • Decrease the number of student suspensions from 244 to 140 • Increase support provisions from 73 to 150 • Gather initial data to support evidence of the Increase effective and supportive community engagement eg. housing, medical appointment, case management through agencies eg ACT for kids, Safer Streets Task Force <p>Comparison:</p> <ul style="list-style-type: none"> • Distance travelled compared historically (for case managed students student) for same length of teaching time (1 year) • Distance travelled by cohorts to achieve personal and social capabilities aligned with Australian Curriculum and Social Emotional Learning (SEL) framework. <p>Monitoring:</p> <ul style="list-style-type: none"> • Staff feedback on relevance and impact of professional learning • Student engagement and behaviour monitored as new teaching strategies (CW Essential Practices) applied • Case management records • Individual Case studies • Regional reporting to Executive – Safer Streets Task Force • Inter-agency collaboration data • SEL screening data (3 per year)

* 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

Initiative	Evidence-base
<ol style="list-style-type: none"> 1. Build staff capability through school wide coaching and feedback cycles to ensure effective instruction and implementation of the Australian Curriculum while deepening understanding of Achievement Standards. 2. Support and develop teacher capability with an explicit focus on reading, writing and numeracy through coaching and feedback loops with a priority focus on consolidation episodes. 3. Strengthen teacher capacity to reflect on evidence of learning through data and work samples to determine the success of teaching and strategies to strengthen evidence of student learning. 4. Strengthen teacher capacity to analyse student data to inform curriculum programs and determine learning goals for student improvement. 5. Continue to build teacher capability to embed best practice for teaching of oral language as foundational learning in all subject areas to close gap for all EALD and IEALD students 6. Developing Performance Plans in place for all teaching staff linking to the school Professional Development Plan and school priority areas 	<ul style="list-style-type: none"> • Austrian institute for teaching and School Leadership (AITSL) Professional Standards for Teachers and Leaders • Instructional coaching ATSL • Explicit Direction Instruction Archer Hughes and Hollingsworth • John Hattie Visible Learning for Teachers • Lyn Sharratt and Michael Fullan • Putting FACES on the Data; What Great Leaders Do • Annette Bayetto Big Six Reading • John Munro Teaching of Oral Language • John Fleming Hawker Brownlow Education Explicit Teaching of Reading and Writing: • Ed Qld EALD Bandscales • Indigenous Education English as a second language (ESL) perspectives • Rosalind Berry and Joyce Hudson Making the Jump • Denise Angelo Break it Down Build It Up
<ol style="list-style-type: none"> 1. Establish effective school processes, including establishing case management and professional learning teams to support disengaged students 2. Engage with families and community providing support and opportunities for parents to develop skills to assist them in supporting their child's learning. 3. Individually case manage all students through internal monitoring processes to create individual plans as required for all Tier 2 and 3 Students (including Academic and Personal Capabilities) 4. Engage with community agencies to provide differentiated support and programs for high need students. 	<ul style="list-style-type: none"> • Stephen Elliot PhD & Frank Gresham PhD SSIS SEL Class wide Intervention Program • Bundamba State School • Mark Davidson Classroom Profiling • Schoolwide Positive Behaviour Learning (SWPBL) framework • Dept. Education Whole School Approach to Differentiation • Dan Segel Flipping your Lid • Calmer Classrooms Child Safety Commission Vic • Berry Street • Ross Green The Explosive Child • Leah Kuypers "Zones of Regulations"

* 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 school will improve student outcomes by

Initiatives/Strategies	Costs
Actions	
Provide targetted professional learning including Explicit Teaching and Consolidation of Reading Writing and Numeracy through Pedagogy Coach	\$126,056
Case management and tracking of Mobility, Attendance and Transition through Head of Student Services	\$100,845
Implementation of school program to build personal and social capability through Head of Curriculum SEL	\$122,866
Developp behavioural management bcapability of staff through Head of Curriculum Student Inclusion	\$122,866
Individual case management of students through the support of Inclusion Teacher Aides x 4	\$154,316
Developing partnership between parents and school, assist with promotion and management of ASG, Transition and Inclusion with the support of Community Participation Officer	\$ 77,674
Other Resources	
<p>Creation of school wide curriculum planning for all year levels using 3 Level of planning to inform classroom teaching and learning</p> <p>Curriculum leaders support teaching staff to implement units of work through modelling, co-teaching, observation and feedback processes</p> <p>Significant professional development budget to support school professional development plan address school priority areas including Consolidation of Reading Writing and Numeracy, Social Emotional Learning and Inclusivity</p>	\$ 53,552
<ul style="list-style-type: none"> • TRS X 40 @ \$445.23 per day teacher release to complete Individual Learning Plans, coaching/mentoring / collaborative planning/data analysis 	\$ 17,809
TOTAL	\$775,984



Michael Hansen
Principal
Cairns West State School



Tony Cook
Director-General
Department of Education

* 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.

