

Investing for Success

Under this agreement for 2019
Cleveland State School will receive

\$308,764*

This funding will be used to

Target	Measures
Improve educational outcomes for all students in English, Mathematics and Science.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ Increase the percentage of students achieving a 'C' standard or above in English, Mathematics and Science – 80% of all students in Year's 1-6 ○ English, Mathematics and Science A – E data tracking 2018 Years 1-6 until 2020 ○ Ensure every student accessing a different year level curriculum (that is, with an individual curriculum plan) is working towards achieving a 'C' standard or better • Comparison: <ul style="list-style-type: none"> ○ English, Mathematics and Science A-E and NAPLAN Reading NMS data from Similar Queensland State Schools (SQSS). • Monitoring <ul style="list-style-type: none"> ○ Teacher planning in professional learning teams ○ Student feedback and work samples ○ Movement on P-10 Literacy continuum ○ English, Mathematics and Science A – E data
Improve reading and writing achievement of students	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ 70% of students by the end of Year 1 reading at or above year level expectation (67% in 2016; 68% in 2017 and 2018) ○ Gain improvement in upper 2 bands of reading in alignment to operating in the top 40 percent of Australian Schools Year 3 to 55%, and Year 5 to 45% ○ Gain improvement in upper 2 bands of writing for Year 3 to 47% (43.3 in 2016; 43.4% in 2017; 38.8 in 2018) and Year 5 to 20% (5.1% in 2018 and red flagged) ○ Literacy continuum ○ Norm-referenced diagnostic assessments each term. ○ All teachers engaging in focussed high yielding school consistent reading strategies • Comparison: <ul style="list-style-type: none"> ○ Literacy continuum comparison each semester 2020 on. ○ Cohort norm-referenced diagnostic assessments captured on OneSchool. • Monitoring: <ul style="list-style-type: none"> ○ Staff feedback on relevance and impact of professional learning ○ Literacy continuum monitoring ○ Student work samples.

* 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
<p>1. Aligning differentiated professional development, coaching and mentoring to ensure teachers are able enact the Australian Curriculum and Cleveland State School Signature Strategies (The Cleveland Way) to provide targeted and scaffolded instruction to secure highly effective teaching of essential English, mathematics and science concepts and skills in every classroom.</p> <ul style="list-style-type: none"> ○ 'Wrapping around' students and families in the 'Yanggabara' (Safe Place) well-being initiative ○ Student Engagement and Attendance 	<ul style="list-style-type: none"> • Cleveland Way – Learning Frameworks • Cleveland State School Pedagogical Framework • Danielson, C. (2002). Enhancing Student Achievement: A Framework for School Improvement. ASCD: Virginia. • Dinham, S (2008). How to Get Your School Moving and Improving. ACER: Victoria. • Tobin, K. (2006). Learning to teach through co-teaching and co-generative dialogue. Teaching Education, 17(2), 133-142.
<p>2. Supporting instructional leaders to continue to build culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice, learning and collaboration by building teacher capacity to design curriculum-aligned monitoring and assessment tasks in Professional Learning Teams.</p>	<ul style="list-style-type: none"> • DuFour, R and DuFour, R (2012). The School Leader's Guide to Professional Learning Communities at Work, Hawker Brownlow Education: Victoria. • Kanold, D. (2011). The Five Disciplines of PLC Leaders. Hawker Brownlow Education: Victoria • Sharrat, L, and Harild, G. (2015). Good to Great to Innovate. Sage: Singapore.

Our school will improve student outcomes by

Actions	Costs
Additional Booster Teacher to assist students in Year 5 and Year 6 students to facilitate 4 IMPACT projects to enrich students in the upper 2 bands and those in the breakthrough stage to improve upper 2 band outcomes	0.2 FTE
Continued Science Co-Teacher position as part of a three year strategy to build capacity of teachers to use an enquiry based model for Science learning, but to strengthen scientific knowledge and passion as the central underpinning of the Cleveland State School STEM Strategy	0.2 FTE
Additional teacher aide support for students with EAL/D; Engagement and Behaviour; Literacy and Numeracy Intervention and STEM	90 Hours per week

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Professional Learning Teams to engage in collaborative planning, action learning and professional conversations, facilitated by the school's Head of Curriculum	TRS \$ 37 000
Employing additional school engagement teacher, housed in Yanggabara to support engaged learning / 'wrapping around the learner'	0.2 FTE
Additional speech language therapist on top of nominal school hours to assess early years students, building capacity of teachers and teacher aides and parents to support our oral language program and to maintain student progress	0.1 FTE
Additional Professional Learning Opportunities to support High Yield Teaching and Learning Strategies identified in Annual Performance Plans	\$10,000
Student Attendance Tracking and Admin	18 Hours per week



Mark Ionn
Principal
Cleveland State School



Malcolm Lack
School council chair
Cleveland State School

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**Queensland
Government**