

Investing for Success

**Under this agreement for 2019
Newtown State School will receive**

\$316,485*

This funding will be used to

- Increase student attendance from 91.3% to 93%.
- Increase the positive engagement of all students in response to identified needs.
- Contribute to the target of 75% of students reaching regional benchmarks.
- Build the capability of all staff involved in the teaching of reading to employ evidence-based, pedagogical practices in response to student achievement data.
- Increase the number of students across the school achieving in the A – C range by 3%.
- Contribute to the target of all students making progress in their individual reading goals.

Our initiatives include

- Providing focused and intensive teaching targeted in response to on-going monitoring of student progress in order to improve the quality of their demonstrations of learning against the relevant year level achievement standard.
- Building teacher and teacher aide capability in embedding CAFE (Comprehension, Accuracy, Fluency, and Expand) Model of Reading Assessment and Instructions and Word Study through regular coaching, mentoring and feedback conversations and participating in Professional Learning Communities.
Evidence: Bouchey, G. and Moser, J. The CAFE Book. Defour, R. Professional Learning Communities at Work.
- Building teacher capability in analysing student performance data to develop differentiated programs to improve individual student outcomes. *Evidence: Hattie, John. (2012). Visible Learning for Teachers. Archer, Anita. (2011). Explicit Instruction: Effective and Efficient Teaching. Sharratt, Lyn. (2012). Putting Faces on the Data. Whitmore, J. (2005). Coaching for performance: GROWing, people, performance and purpose. (3rd ed)*
- Supporting early reading development by facilitating transition activities through partnerships within the birth to 8 sector (parents, community organisations, early year's educators in Early Childhood Education and Care centres) and the school along with other stakeholders in the Newtown State School community.
Evidence: Centre for Community Child Health. (2008). Linking Schools and Early Years Project Outcomes Framework. Melbourne: The Royal Children's Hospital.
- Building leadership capability to develop collaborative teams focused on improving specific learning outcomes in reading. *Evidence: Dr Pete Stebbins, High Performing Schools. Dr Simon Breakspear, Agile Schools.*
- Utilising the principles and practices of Positive Education to support student engagement.
Evidence: Green, S. Positivity Institute. Kerford, D. U R Strong (Friendology Program)
- Employing inclusive practices to enable accessibility to the curriculum by all students using the gradual release of responsibility model. Fisher and Frey, The Effective Use of the Gradual of Responsibility Model.

* 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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Our school will improve student outcomes by

Employing 0.6 Full-time equivalent pedagogical coach to:	\$ 65,000
<ul style="list-style-type: none"> • Provide direct intervention and intensive instruction in reading to small groups of students to assist them in achieving the year level benchmark. • Build staff capability to teach and support foundation reading skills (oral language, phonics, sight words, vocabulary, sentence-building, comprehension) by facilitating professional development. • Lead professional learning and collaborative teams in the improvement sprint methodology to focus on improving a learning outcome using precise teaching strategies. • Use coaching, mentoring and feedback processes to build staff capability to embed: <ul style="list-style-type: none"> ▪ CAFE Model of Reading Assessment and Instruction ▪ Word Study ▪ Inclusive practices in reading across the curriculum to enable accessibility for all students Through differentiation and adjustment ▪ Age-Appropriate and Evidence-based Pedagogies (Fisher and Frey). 	
Employing 0.3 Full-time equivalent engagement officer to:	\$ 35,000
<ul style="list-style-type: none"> • Review attendance data (including late arrival and early departure) and follow-up accordingly in line with school processes and department policies and procedures. • Increase parent/carer and community engagement as partners/stakeholders in their child's education and achievement by supporting and conducting events (health, wellbeing, cultural, educational) that foster connection and belonging to the school and the wider Toowoomba community. • Facilitate key partnerships within the birth to 8 sector and with secondary schools to develop transition programs for our students as a precursor to success at school/high school. 	
Implementing a whole school Co-teaching Support Model to support reading and word study implementation.	\$ 73,485
Providing oral language programs as a precursor to success in reading by employing a speech language pathologist.	\$ 17,000
Supporting the differentiated teaching of reading by purchasing resources (physical, online) to increase level of adjustment for all students including:	\$ 10,000
Employing a 1.0 Full-time equivalent teacher (Positive Engagement Teacher) to support the positive engagement of students by working within a team to provide a proactive and preventative approach to managing behaviour to support teachers in the delivery of key priorities to ensure maximised learning opportunities or all students.	\$ 90,000
Employing the principles of Positive Education including Growth Mindset and Friendology (U R Strong) via Health Learning Area Units.	\$ 1,000
Increasing opportunities for the positive engagement of students by investing in projects and events that invite community participation and allow for relationship building and celebration.	\$ 15,000
Building the capability of the leadership team to develop high performing teams focused on improving specific learning outcomes in reading by participating in on-going professional learning with Agile Schools.	\$ 10,000

T. M. Angus

Tania Angus
Principal
Newtown State School

Tony Cook
Director-General
Department of Education

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