

# Investing for Success

Under this agreement for 2021  
Newtown State School will receive

**\$332,591**

## This funding will be used to

- Increase student attendance from 90% to 93%.
- Increase the positive engagement of all students in response to identified needs.
- Contribute to the target of 75% of students reaching regional reading 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. *Evidence: Hattie, John. (2012). Visible Learning for Teachers.*
- 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 precision in differentiation 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 and optimal conditions for learning by facilitating access to health services and 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 the systems to facilitate intentional collaboration focused on improving specific learning outcomes in reading. *Evidence: Dr Pete Stebbins, High Performing Schools. Dr Simon Breakspear, Agile Schools. McDonald, I., Dixon, C., Tiplady, T. (2020). Improving Schools Using Systems Leadership: Turning Intention into Reality.*
- Utilising the principles and practices of Positive Education to support student engagement and wellbeing. *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.*



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## Our school will improve student outcomes by

- Providing speech-language programs as a precursor to success in reading by employing a speech language pathologist for additional time **\$20 000**
- Employing 0.3 Full-time equivalent engagement officer to: **\$35 000**
  - 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 by supporting critical access to health services to enable optimal conditions for learning and wellbeing and conducting events (health, wellbeing, cultural, educational) that foster connection to the school
  - 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.
- Employing a full-time Positive Engagement Teacher to support the: **\$94 000**
  - positive engagement of all 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 and ensure maximised learning opportunities for all students.
- Implementing a whole school support model by employing additional personnel to enact the school's pedagogical framework **\$113 591**
- Purchasing membership to the Police Citizens' Youth Club (PCYC) *Restart Program* to develop student success in the Australian Curriculum – Personal and Social Capabilities **\$10 000**
- Supporting the differentiated teaching of reading by purchasing resources (physical, online) and enable adjustments for the diverse needs of all students **\$12 000**
- Employing an administrative assistant to enact the administration associated with achieving the objectives of improvement priorities **\$43 000**
- Building the capability of the leadership team and key staff to develop evidence-based strategies for improvement through Systems Leadership **\$5 000**

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*Tony Cook*

**Tony Cook**  
Director-General  
Department of Education



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