Investing for Success

Under this agreement for 2022 Carina State School will receive

\$121,068*

This funding will be used to

- Improve student achievement in the Australian Curriculum English in Prep to Year 6
 - increase number of students achieving C and above 90% all students
 - increase number of students achieving A-B 55% all students
 - reduce number of Ns awarded no students

Our initiatives include

- Collegially reviewing and refining our pedagogical and data practices in the teaching of the Australian Curriculum English to better identify, target and close learning gaps.
- Supporting inclusive student learning practices in the Australian Curriculum English across the curriculum through intensive targeted teaching approaches.
- Increasing targeted student case management processes to support every student succeeding.
- The evidence-base to support these initiatives includes:
 - Bondie, R. S., Dahnke, C., & Zusho, A. (2019). How does changing "one-size-fits-all" to differentiated instruction affect teaching?. *Review of Research in Education*, *43*(1), 336-362.
 - Deunk, M. I., Smale-Jacobse, A. E., de Boer, H., Doolaard, S., & Bosker, R. J. (2018). Effective differentiation practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education. *Educational Research Review*, 24, 31-54.
 - Wyse, D., Jones, R., Bradford, H., & Wolpert, M. A. (2018). Teaching English, language and literacy. Routledge.

Our school will improve student outcomes by

- Investing in a teacher fraction to lead the collegial review and refinement of practices:
 - teacher 0.6FTE \$77,000
- Investing in further targeted and differentiated support for students through additional Inclusion teacher support and teacher aide support:
 - contribution towards additional Inclusion teacher hours \$4.068
 - additional 25 teacher aide hours per week \$40,000

Libby Bond

Principal

Carina State School

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Michael De'Ath
Director-General
Department of Education



