

Investing for Success

Under this agreement for 2020 Carina State School will receive

\$127,890*

This funding will be used to

- Improve student writing outcomes within the Australian Curriculum in Prep to Year 6.
 - Increase number of students achieving C and above in English P–6.
 - Increase number of students achieving in the U2B for NAPLAN Writing in Year 3 and Year 5.
- Improve student reading outcomes within the Australian Curriculum in Prep to Year 6.
 - Increase number of students achieving C and above in English P–6.
 - Increase the number of students achieving in the U2Bs for NAPLAN Reading in Year 3 and Year 5.
- Improve student continuity and alignment of learning K–2
 - Increase number of students with a seamless transition between Kindy and Prep.

Our initiatives include

- Staff engaging in collaborative professional learning in the effective teaching of writing and the development and implementation of evidence-based whole school consistent practices for the explicit teaching of writing.
 - Davis, A. (2013). *Effective writing instruction: Evidence-based classroom practices*. Eleanor Curtain Publishing: South Yarra, Australia.
 - Johnston, J. & George, S. (2018). A tool for capacity building: teacher professional learning about teaching writing. *Teacher Development*, 22(5), 685-702. doi: 10.1080/13664530.2018.1484389
- Teachers continuing to implement whole school practices in Text-Dependent Questions (TDQ) and Close Reads with the support of teacher aides working alongside them as para-professionals.
 - Fisher, D., Frey, F., Anderson, H & Thayre, M. (2015). *Text-Dependent Questions, Grades K-5: Pathways to Close and Critical Reading*. SAGE Publications: Singapore.
 - Fisher, D. & Frey, N. (2012). Close Reading In Elementary Schools. *The Reading Teacher*, 66(3), 179-188. doi:10.1002/TRTR.01117
- Teachers engaging in collaborative ongoing cycles of data collection, analysis and monitoring of student achievement in reading and writing to make data-driven decisions to inform future teaching and learning.
 - Marsh, J. A., & C. C. Farrell. (2015). How Leaders Can Support Teachers with Data-Driven Decision Making: A Framework for Understanding Capacity Building. *Educational Management Administration and Leadership*, 43(2): 269-289. doi:10.1177/1741143214537229
- School engaging collegially with early childhood providers to collaboratively develop and implement an Early Years strategy to support continuity and alignment of learning across K to 2.
 - Jacobson, D. (2018). A powerful convergence: Community schools and early childhood education. *Phi Delta Kappan*, 99(5), 19-24. doi.org/10.1177/0031721718754803



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Our school will improve student outcomes by

- Providing whole school collaborative professional learning for teachers in evidence-based writing practices – 22 teaching staff attending writing professional learning workshop: \$6,000
- Providing teachers in Years 1 to 6 with additional teacher aide time to support whole school reading practices in TDQ and close reads – 4 hrs per week x 13 classes: \$93,600
- Providing teachers and students with literacy resourcing to support reading and writing explicit teaching and learning activities – purchasing of literacy teaching and learning resources: \$20,000
- Providing teachers with release time for collaborative data-driven conversations about student improvement in reading and writing – ½ day TRS per teacher each term: \$5,090 towards cost
- Providing Prep teachers with release time to partner with Early Childhood providers, including professional observations and planning and facilitation of Early Years Network meetings – 2 TRS days per term: \$3,200



Libby Bond
Principal
Carina State School



Tony Cook
Director-General
Department of Education



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