

## Investing for Success

### Under this agreement for 2019 Emerald North State School will receive

**\$108,744\***

#### This funding will be used to

Support our Key Priority Improvement Areas by:

- *Documenting and implementing a consistent and whole school approach to teaching reading through the Australian Curriculum.*

##### Targets:

- 80% of Prep – Year 2 students will achieve at or above their required Literacy Continuum cluster by the end of 2019.
- NAPLAN Reading - All students are supported to achieve above National Minimum Standard (NMS).
- 85% of students in all year levels receiving a C standard or above in English.

- *Developing and implementing a whole school approach to inclusive education catering to the needs of all students.*

##### Targets:

- **Increase access of Students with Disability (SWD) to mainstream classrooms:**  
At all levels within the department, across regions and local school communities, commit to and be accountable for implementing inclusive education to develop shared values and remove barriers. (*Policy Inclusive Education 25/06/2018*)
- **Increase teacher capacity to offer differentiation in their classrooms:**  
Building expertise in teaching students with disabilities in a range of learning settings. (*Every Student with Disability Succeeding 2017*)
- **Increase A-C data for students on Individual Curriculum Plans (ICP) and embed a consistent, evidence based approach to the creation and reviewing of student goals:**  
Improving the A-C performance for students with disability. (*Every Student with Disability Succeeding 2017*)

- *Continuing to close the gap between Indigenous and non-Indigenous students in the areas of attendance and academic outcomes.*

##### Targets:

- Continue to close the gap between the percentage of Indigenous and non-Indigenous students receiving a C or better in English by the end of Year 2 by using band scaling to inform differentiated teaching and learning of language and reading.
- Improvement of Indigenous student attendance from 89% in 2018 to 92% in 2019.

\* 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

- Coaching and mentoring teachers and teacher aides in best practice for reading and identifying the reading demands in the Australian Curriculum and embedding a consistent practice in reading across the curriculum, aligned with the Australian Curriculum. (*Fountas & Pinnell, 2001, Stigler & Hiebert, 1999*)
- Building teacher capability to analyse student data, including use of the Literacy Continuum, Early Start and Level of Achievement Data for Core Learning Areas (CLA) and using this to inform teaching, learning and assessment cycles. (*Hattie, J. (2009) Visible Learning; Sharratt, L. & Fullan, M. 2012, Putting faces on the data: What great leaders do! California, US: Corwin.*)
- Providing focused and intensive teaching and learning opportunities for students who require additional support including additional oral language and early literacy skills and support for staff to facilitate the implementation of programs related to this. (*Sigafoos et al. 2006, Enhancing Everyday Communication for Children with Disabilities*)
- Purchasing Information Communication and Technology ICT equipment for Early Years classrooms and Diverse Learning Centre.
- Embedding leadership and engagement programs for all students using Unleashing Your Personal Potential. *The best tools we have for building grit at this point in time are growth mindsets (Dweck, 2009), delayed gratification (Mischel, Shoda & Rodriguez, 1989), continuous improvement (Clear, 2014), mastery through deliberate practice (Ericsson, Prietula & Cokely, 2007), goalsetting (Oettingen, et al., 2009), habit formation (Duhigg, 2013) and finally effort and energy management (Covey, 2004).*

### Our school will improve student outcomes by

| Actions and Strategies                                                                                 | Costs                |
|--------------------------------------------------------------------------------------------------------|----------------------|
| Employing a support teacher (literacy and numeracy) to 1.0 Full Time Equivalent (FTE )                 | \$ 9,627.73          |
| Employing an early intervention teacher aide for Prep-Year 2 programs                                  | \$ 23,691.54         |
| Employing an extra teacher in the Early Years 0.6 FTE                                                  | \$ 44,286.10         |
| Employing an attendance officer 10 hours a fortnight                                                   | \$ 8,593.09          |
| Participation for Year 5 and Year 6 students in Unleashing Personal Potential (UPP) leadership program | \$ 4,046.31          |
| Upgrading Wi-Fi system ( <b>2018 carry over</b> )                                                      | \$ 79,353.00         |
| Purchasing Digital Technology – 4 Touch boards ( <b>\$647 – 2018 carry over</b> )                      | \$ 19,146.23         |
| <b>TOTAL</b>                                                                                           | <b>\$188,744 .00</b> |

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**Tony Cook**  
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 Department of Education

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**Queensland  
Government**