

Investing for Success

Under this agreement for 2019
Cairns School of Distance Education will receive

\$447,298

This funding will be used to

Target	Measures
<p>1. Increase the percentage of Year 12 students attaining senior certification (Queensland Certificate of Education or Queensland Certificate of Individual Attainment) from 87.5% in 2018 to 90% in 2019</p>	<ul style="list-style-type: none"> • Report card data • Queensland Certificate of Education (QCE)/Queensland Certificate of Individual Achievement (QCIA) certification rates <p>Monitoring:</p> <ul style="list-style-type: none"> • QCE/QCIA data tracking profiles in OneSchool and Queensland Curriculum and Assessment Authority (QCAA) systems • Senior student tracking record • Individual case notes
<p>2. Improve the reading and writing achievement of P-10 students in all subjects by 2020</p>	<ul style="list-style-type: none"> • Baseline/endpoint <ul style="list-style-type: none"> ○ Early years literacy indicators as identified in the <i>Partners in Learning</i> strategy ○ Semester 2 A–E data tracking 2018 year 4 to year 10 students until 2020 ○ % of students who received an N Rating • Comparison: <ul style="list-style-type: none"> ○ All subjects %A, %B and %C or better ○ % of students receiving N from semester 2 2018 to semester 1 2019 • Monitoring: <ul style="list-style-type: none"> ○ P–10 Literacy Continuum used to monitor progress and plan for next steps in student learning ○ Staff satisfaction levels with Collaborative Planning Teams as it relates to the <i>P-10 Curriculum Strategy</i> ○ Teacher planning includes evidence of differentiated teaching and learning of writing appropriate to writing demands of different subject/learning areas ○ Records from coaching, observation and feedback activities establish change in teacher practice ○ Interim report card data

* 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 initiatives include

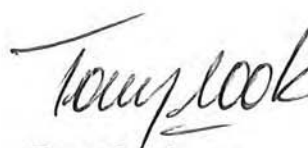
Initiative	Evidence-base
1. Embed effective school processes, including case management teams (based on age appropriate) and Collaborative Planning Teams (CPTs) to improve students' learning and wellbeing outcomes	<ul style="list-style-type: none"> Sharratt, L., and Harild, G., 2015, <i>Good to Great to Innovate: Recalculating the Route to Career Readiness, K-12+</i>, Corwin. California. USA Sharratt, L., and Fullan M., 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, USA DuFour, R., and DuFour, R., 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria.
2. Establish inclusive individual case-management approaches to improve students' reading and writing achievements by building teacher capability in: <ul style="list-style-type: none"> identifying the reading and writing demands of the Australian Curriculum learning areas using literacy continuum to inform differentiated teaching and learning of language, reading and writing embedding feedback in the teaching and learning cycle 	<ul style="list-style-type: none"> Clarke, S., Timperley, H., and Hattie, J. 2003, <i>Unlocking Formative Assessment; Practical strategies for enhancing students' learning in the primary and intermediate classroom, New Zealand Edition</i>. Hodder Education, Auckland Fischer, D., Frey, N., and Hattie, J. 2016 <i>Visible Learning for Literacy; implementing practices that work best for accelerating student learning</i>, Corwin Literacy, Australia Sharratt, L., and Fullan M., 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California,

Our school will improve student outcomes by

1. Actions	Costs
Employing a youth support coordinator to increase student engagement for identified vulnerable students	YSC \$82 027.10
Employing an administrative officer to assist in case-management for senior secondary students and promote student success and well-being	AO3 \$71 773.83
2. Actions	Costs
Implementing P-10 Strategy for collaborative planning teams	\$0.00
Professional learning communities engage in-house and regional expertise to improve teacher ability to identify writing (and reading) demands of units of work	\$0.00
Provide support for responsive teaching based on analysis and discussion of curriculum aligned through our collaborative planning model	\$0.00
Employing teacher aides to support focussed and individual student support for identified students	T/A \$293 497.07



Andrew Oliver
Principal
Cairns School of Distance Education



Tony Cook
Director-General
Department of Education

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