Investing for Success

Under this agreement for 2020
Cooktown P-12 State School will receive

$300,556

This funding will be used to

- **Guarantee that every student will either:**
  Achieve NMS in literacy and Numeracy for their year level or
  Have an evidence based Individual Learning Plan developed by the school, in place, to address
  their specific learning needs

- **Support our relentless focus to achieve:**
  - Attendance >90%
  - School Opinion Survey: Overall Satisfaction 'This is a good School' >90%

- **Reading Outcomes** (PM Benchmarks):
  - Prep 90% @ Level 9 and 50% @ Level 12
  - Year 1 90% @ Level 19 and 50% @ Level 22
  - Year 2 90% @ Level 25 and 50% @ Level 28
  - Year 3 90% @ Level 28 and 50% @ Level 30

- **NAPLAN**

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- **A-C Data**

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- **Year 12 Outcomes**
  a. %QCE 100%
  b. %QCIA 100% for those students on this pathway
  c. %OP 1-15 >100%
  d. %Cert II or above >100%
  e. %School based traineeship/apprenticeship>100% completion

*Funding amount estimated on 2019 data. Actual funding will be determined after 2020 enrolment data are finalised. Actual expenditure may vary due to changes in finalised 2020 enrolment data and student learning needs.*
Our initiatives include

- Continue to implement Cooktown State School’s Explicit Improvement Agenda predicated on the State Schooling improvement agenda with a clear focus on:
  - Differentiation – General Classroom, Targeted Students, Low Achievers, ICPs
  - Inclusive Practices in all classroom
  - Ensure all teachers use OneSchool Curriculum Planning, Markbooks, Dashboard, Course Planners
  - Through the Teacher Learning Centre (TLC), Secondary Teachers will use the Cycle of Inquiry and the Chain of Evidence interrogation sessions to develop deep knowledge, understanding and delivery of the Australian Curriculum 7-10, SATE, secondary work programs, VET compliances, OP, QCE, QCIA attainment and pedagogical accountabilities. (Hattie, Visible Learning and Hattie Visible Learning for Teachers; Love et al, The Data Coach’s Guide, Sharratt, L and Fullan, M 2012 Putting FACES on the data: What great leaders do! Sharrat, L 2018 Clarity, What matters MOST in Learning. Teaching & Leading)
  - Through the TLC, Primary Teachers will enact the moderation process by, ensuring the Australian Curriculum is aligned horizontally and vertically and enacted consistently across all classrooms: Differentiating curriculum and pedagogy to optimise student engagement and success, support teachers through regular meetings resulting in collective efficacy (references as above)
  - Explicit Teaching focussed agenda and investing as a ‘Fleming School’:
    a. Explicit Teaching is our signature pedagogy and is embedded in practice within the school
    b. Moving surface learning to deep understanding
    c. Ensuring our Pedagogical Framework continues to direct and reflect this
    d. Participating in the 2020 FNQ John Fleming Professional Development – Explicit Teaching
    e. Building teacher capability across P-12 in explicit teaching and consolidations through the development of a rigorous coaching and feedback system. (Deputy Principals trained as trainers by Anita Archer) (Evidence based on the FNQ Improving Teaching System; Archer and Hughes; Hollingsworth and Ybarra)
  - Utilising the ‘Early Start’ program and data to inform practice and goal setting for students in the early years
  - Implementing the ‘Play Steps’ program, working with the Cooktown Community District Centre and parents to develop pre-prep preparedness for school
  - Utilizing the QLD Literacy Continuum to guide instructional and teacher capability development (Bayetto - Big 6; OFSTED (Reading by 6)
  - Re invigorate the Student Wellbeing Program, Critical Case Management and PBL across the entire campus under the banner of ‘PULSE’
  - Continue our Indigenous School/Community Liaison Officer to focus on student engagement, Cluster School communication, transition Yr6>Yr7 & Yr9 >Yr10, attendance retention and university pathway opportunities
  - Senior Schooling Career Pathways – Work Experience, VET, FSK Certificate to build confidence in community and employers to increase traineeship and apprenticeship opportunities
  - Improve school communication – staff, students, parents and community to raise the profile and image of the school in the community
  - Provide Community Learning opportunities such as Understanding Trauma, PBL, Wellbeing, Senior Schooling, Transitioning form Yr 10 to Yr 11&12

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Our school will improve student outcomes by

Providing the following resources: (Costs include school purchases above I4S)

- **Human Resources:**
  - Maintaining the Primary Campus at 10 classes
  - HOD Prep - 6 1.0 FTE to embed the Australian Curriculum and lead the delivery of consistent curriculum planning, teaching, assessment and feedback through the (TLC) using the Cycle of Inquiry and Chain of Evidence
  - Explicit Teaching Coaching – Principal, Deputy Principals, HOD Secondary and HOD Primary to provide continuous professional development which includes classroom monitoring, data interrogation, student tracking, teacher coaching and feedback to directly improve teacher performance
  - Proving a 0.6 FTE ‘Aquatics’ Teacher specifically to re-engage specific senior students
  - Provide 1.0 FTE Primary ‘The Arts’
  - Provide an Indigenous School/Community Liaison officer
  - Provide continuous PBL & Profiling training for teachers and support with PBL/ESCM specialist
  - Provide a 1.0 T02 to support Information Technologies STEM focus, ICT and Robotics
  - Utilise School of Distance Education Chinese Program to deliver for LOTE in years 5,6 & 7

- **Physical Resources:**
  - ‘PULSE’ PBL/ESCM program development budget
  - Play Steps Budget – Birth to Prep Year
  - Celebrate success through our Student Rewards Program
  - Senior Secondary Leadership development camp
  - SATE, TAFE & Vocational Educational support budget
  - Indigenous Leaders of Tomorrow support budget
  - Provide a school vehicle to provide access for staff to meet with parents, perform home visits, attend community meetings, maintain strong community and family links and assist with student engagement, attendance and retention strategies

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**Leanne Rayner**
Principal
Cooktown State School

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

Queensland Government