

Investing for Success

Under this agreement for 2016

Clifford Park Special School will receive

\$75,641

This funding will be used to

1. Students who have an Individual Curriculum Plan - Different Year Level Partial and Highly Individualised Curriculum 1D - and students who are working towards the Queensland Certificate of Individual Achievement, will demonstrate the language of comprehension through defined conceptual vocabulary of being a reader. The language of comprehension includes retelling; identifying main ideas of a text; identifying facts; identifying details from texts or illustrations; and using prediction strategies.

'Demonstration' of the language of comprehension is seen by an:

- improvement in an individual student's baseline PM Level by two or more levels each semester;
- improvement in an individual student's baseline Reading Our Way level by one set each semester;
- an improvement in an individual's Cars & Stars baseline data;
- improvement in baseline information gathered from Guided Reading interviews; and/or
- achievement of a comprehension based Learning Expectation.

(Some demonstration indicators are not applicable for every student.)

2. Students who have an Individual Curriculum Plan - Different Year Level Partial and Highly Individualised Curriculum 1C and 1D - and students who are working towards the Queensland Certificate of Individual Achievement, will complete the school modified CDA Assessment Tool in Term One 2016.

Students who are Different Year Level Partial will achieve a 'C' or above in their Maths Learning Expectation as reported in their Individual Curriculum Plan (Semester Two).

Students who are working in Highly Individualised 1D will achieve a 'sound' or above in their Maths Learning Expectation as reported in their individual Curriculum Plan (Semester Two).

For students who are working towards their Queensland Certificate of Individual Achievement will achieve their Learning Focus of 'Everyday Numeracy Skills'.

Our Initiatives include

1a) Selection of Peer Feedback Coaches within Clifford Park Special School to:

- demonstrate the elements of Explicit Instruction through the Explicit Vocabulary Instructional Routine within the Reading Cycle to every teacher via demonstration lessons.
- give pedagogical feedback to classroom teachers using the Feedback Model Three Positives, One Polisher, regarding the elements of Explicit Instruction after observing lessons specific to the teaching of comprehension strategies.

b) Providing appropriate professional development to classroom teachers and extended leadership team to increase teacher's capabilities regarding the elements of Explicit Instruction:

- all teachers attend Anita Archer's Good to Great Regional Conference (Saturday 9th March 2016).
- creation of a Professional Learning Community for the teaching community using the 'Learning by Doing' model.

c) Clifford Park Special School as part of a Partner School Project engaging in the Literacy Continuum P-2 (Christine Sharratt, Principal Education Officer, State School – Performance).

d) Refining the school's Teaching Framework and embed the elements of Explicit Instruction as the shared language of teaching and learning.

2a) Selection of one Peer Feedback Coach within Clifford Park Special School to:

- provide demonstration lessons in the use of the elements of Explicit Instruction within the YuMi RAMR cycle.
- give pedagogical feedback to classroom teachers using the Feedback Model Three Positives, One Polisher, after observing Maths lessons.

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- b) Continuing professional development opportunities to assist with the implementation of strong assessment, pedagogical and content framework based on age equivalent maths contexts for all students.
- c) Partnership with Dr David Evans (University of Sydney; Consultative Committee for ACARA) – aligning our approach of the Learning Area of Mathematics to the Australian Curriculum Flowchart to meet the learning needs of all students.
- d) Embedding the newly defined processes of Maths into the CPSS Teaching Framework.

Our school will improve student outcomes by

- Employing registered teachers to backfill in the classrooms of Peer feedback coaches so coaches are able to provide demonstration classes and feedback to teachers. (Budget entry: 207011 I4S – Human Resources)
- Intense focus on the Language of comprehension taught through the Explicit Vocabulary Instructional Routine, Pearson's Gradual Release of Responsibility and through Element 16: Distributed and Cumulative Practice.
- Teachers having conversations with each other regarding the learning journey of individual students in their class (Student Free Days – January). This includes literacy and numeracy data. All information gathered is recorded on the Personalised Learning Tab on OneSchool.
- Professional development opportunities for classroom teachers and extended Leadership Team (Budget Entry: 207012 I4S - Peer Feedback Professional Development).
- Purchasing appropriate reading materials for students to provide opportunities for distributed and cumulative practice (Explicit Instruction Element 16) as well as increased opportunities to respond (Explicit Instruction Element 11). (Budget Entry: 207010 I4S –Classroom Resources).
- Utilizing Teacher Aides to support students in the Interactions Cohort to monitor student performance closely (Explicit Instruction Element 12) and provide immediate and affirmative corrective feedback (Explicit Instruction Element 13) (Budget Entry: 207011 I4S – Human Resources).
- Clifford Park Special School Master Teacher having defined project goals relating to comprehension development (collection of data related to comprehension acquisition).
- All students having a Learning Expectation focus on comprehension as listed in their Individual Curriculum Plan or QCIA Curriculum Plan.
- Engaging Nelson Cengage Learning to provide further professional learning about PM assessment.
- Increasing classroom teacher's knowledge regarding the use of age equivalent maths contexts (Australian Curriculum) to design teaching and learning sequences.
- Purchasing of maths resources to support student outcomes (Budget entry: 207010 I4S –Classroom Resources).
- Expenditure Summary Report

207010	I4S –Classroom Resources –	\$9,000
207011	I4S – Human Resources –	\$40,641
207012	I4S - Peer Feedback Prof Develop	\$26,000



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