

Investing for Success

Under this agreement for 2019
Roma State College will receive

\$402,395*

This funding will be used to

- In 2018, 20% of our prep students reached the regional reading benchmark by the end of this year our target is that 50% will reach these benchmarks.
- Maintain our 100% achievement of year 12 students receiving a Queensland Certificate of Education (QCE).
- Increase the proportion of students with a disability attaining a QCE or Queensland Certificate of Individual Achievement (QCIA) to 95%.
- Ensure 70% of year one students reach the regional reading benchmark by the end of the year.
- Improve student attendance. Currently indigenous attendance is 81% and for all students 88%. Our target for 2019 is that we achieve an attendance of 92% in reference to all students.
- The percentage of the level of achievement (A-C) in year 4. In English from 52% to 70%, in Mathematics 77% to 85% and in Science 69% to 80%.

Our initiatives include

- Develop a shared understanding of 'data literacy' and support teachers and leadership teams to effectively use data to inform targeted teaching. This will include reading data walls for all primary students and the subsequent Case Management of students. Our approach is based on the works by Sharratt, L and Fullan, M 2012 Putting FACES on the data: What great leaders do! Corwin, Thousand Oaks, CA.
- Maintain the curriculum planning time (CPT) where teachers work and plan collaboratively with the Head of Department (HOD).
- Ensure all staff are inducted in and supported to implement the Roma State College Reading Framework. This framework is based on the research of Konza, D. (2010) *Understanding the Reading Process*. Faculty of Education and Arts, Edith Cowan University, Western Australia; STEPS Professional Development (2004) *First Steps Reading Resource Book*. Edith Cowan University on behalf of the Department of Education and Training, Western Australia; Raphael, T. Highfield, K. & Au, K. (2006) *QAR Now*, Scholastic, New York, USA. and Fountas, I.C & Pinnell, G.S. (2016) 2nd edn. *Guided Reading- Responsive Teaching Across the Grades*. Heinemann Educational Books.
- Raise the profile of Science Technology Engineering and Mathematics (STEM) in the primary school by establishing specialist science teachers in the middle campus.
- Develop teachers' capability with respect at designing curriculum-aligned monitoring tasks based on the research of Dr Cameron Brooks - Instruction based on feedback.

* 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.

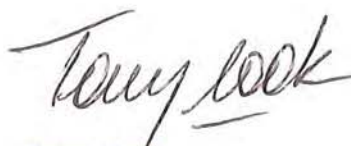


Our school will improve student outcomes by

Actions	Cost
1. Extend the Youth Support Coordinators work hours.	\$35000
2. Increase high school Guidance Allocation to 0.5 Full Time Equivalent (FTE).	\$15000
3. Beyond the Broncos program, attainment and transition to the workforce. (Supporting indigenous high school students)	\$20000
4. Employment of an additional three teachers to support the Early Years, Student Wellbeing and Intensive Reading Support.	\$192000
5. Establishment of the High School Outdoor Learning Precinct.	\$150000
6. Employment of additional teacher aide time to support literacy intervention.	\$79000
7. Additional teacher aide hours to support student engagement in the middle school.	\$36000
8. Programs and resources to assist students access the curriculum.	\$55047
Total funding including 2018 I4S carry over funds	\$582,047



Guy Hendriks
Principal
Roma State College



Tony Cook
Director-General
Department of Education

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