

# Investing for Success

Under this agreement for 2018  
Ingham State School will receive

**\$162,557\***

This funding will be used to:

Target	Measures
1. Close the Gap in the reading achievement of current Prep (2018) Aboriginal and Torres Strait Islander students by 2019	<ul style="list-style-type: none"> <li>• <b>Baseline/endpoint:</b> <ul style="list-style-type: none"> <li>○ PM Benchmark – 30% of students achieving Level 8 Semester 2 (2018)</li> <li>○ PM Benchmark – 50% of students achieving Level 16 Semester 2 (2019)</li> </ul> </li> <li>• <b>Comparison:</b> <ul style="list-style-type: none"> <li>○ P-2 Literacy Continuum –Critical Aspects: Reading Texts and Comprehension Cluster 6</li> </ul> </li> <li>• <b>Monitoring:</b> <ul style="list-style-type: none"> <li>○ Case Management of students – Curriculum Team</li> <li>○ Teacher planning documents and lesson observations</li> <li>○ Student feedback and work samples</li> <li>○ Movement on P-10 Literacy continuum</li> <li>○ English A – E data</li> <li>○ Daily Attendance</li> <li>○ Annual Performance Review (APR) process data</li> </ul> </li> </ul>
2. Increase the percentage of Indigenous students achieving B or better in English	<ul style="list-style-type: none"> <li>• <b>Baseline/endpoint:</b> <ul style="list-style-type: none"> <li>○ 50% of students achieving LOA data B or better</li> </ul> </li> <li>• <b>Comparison:</b> <ul style="list-style-type: none"> <li>○ Distance travelled compared historically (by student) for same length of teaching time (1 year)</li> <li>○ AIP target for 85% of all students to achieve C or better</li> <li>○ NAPLAN data - Upper 2 bands</li> </ul> </li> <li>• <b>Monitoring:</b> <ul style="list-style-type: none"> <li>○ Staff feedback on relevance and impact of professional learning</li> <li>○ LOA data wall tracking</li> <li>○ Moderation</li> <li>○ Case management records</li> <li>○ Student work samples.</li> <li>○ Collective monitoring circles/Learning Walls</li> </ul> </li> </ul>
3. Increase the number of Year 5 students in U2B numeracy	<ul style="list-style-type: none"> <li>• <b>Baseline/endpoint</b> <ul style="list-style-type: none"> <li>○ From 13% to 16%</li> </ul> </li> <li>• <b>Comparison</b></li> </ul>

\* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



	<ul style="list-style-type: none"> <li>○ NAPLAN data 2017 students to 2018 students</li> <li>○ NAPLAN relative gain for Year 5 students</li> <li>● <b>Monitoring</b> <ul style="list-style-type: none"> <li>○ Summative assessment task data</li> <li>○ Collective monitoring circles</li> </ul> </li> </ul>
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## Our initiatives include

Initiative	Evidence base
<p>1. Establish culturally responsive school case-management approaches to Indigenous students' reading achievement by building teacher capability in:</p> <ul style="list-style-type: none"> <li>● identifying the reading and writing demands of the Australian Curriculum learning areas and subject in C2C units of work</li> <li>● using Early Start data to inform differentiated teaching and learning of language and reading</li> </ul> <p>Additional access to Speech Pathology and oracy programs</p>	<ul style="list-style-type: none"> <li>● Cameron, S 2009 <i>Reading Comprehension Strategies</i> Pearson, Auckland, NZ</li> <li>● Stuart, M and Stainthorp, R 2015 <i>Reading Development and Teaching</i> Sage, London</li> <li>● Sharratt, L, &amp; Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i> Corwin, California, US</li> </ul>
<p>2. Building teacher capacity and student success by:</p> <ul style="list-style-type: none"> <li>● implementing the 'Succeeding Through Reading' approach</li> <li>● identifying the reading and writing demands of the Australian Curriculum learning areas and subject in C2C units of work ensuring systematic and explicit teaching of reading</li> <li>● providing planning workshops and PD</li> </ul>	<ul style="list-style-type: none"> <li>● Walpole, S &amp; McKenna, M 2017 <i>How to Plan Differentiated Reading Instruction</i> New York, The Guildford Press.</li> <li>● Sharratt, L, &amp; Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i> Corwin, California, USA</li> </ul>
<p>3. Building teacher capacity and increased student engagement and greater problem solving capability by:</p> <ul style="list-style-type: none"> <li>● providing planning workshops, mentoring and PD</li> <li>● additional differentiation opportunities catered for by numeracy leader</li> </ul>	<ul style="list-style-type: none"> <li>● Hattie, J A, Fisher, D B, Frey, N , Gojak L M, Delano Moore S, 2016 <i>Visible Learning for Mathematics, Grades K-12 What works best to optimize student learning.</i> Corwin Mathematics Series. USA</li> </ul>

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## Our school will improve student outcomes by

1.

Actions	Costs
Provide targeted professional learning supported by planning, modelling, observation and feedback processes	\$130 500
Develop more extensive and in depth case-management approach	

2.

Actions	Costs
Co-construct an effective case management approach for students with diverse learning needs (focus on reading) using school and regional resources	\$32 057
Provide speech pathologist support and additional aide time	



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