

# Investing for Success

Under this agreement for 2019  
Ingham State School will receive

**\$182,140**

This funding will be used to

Target	Measures
1. Close the Gap in the Reading and Numeracy achievement of Aboriginal and Torres Strait Islander students by 2020.	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ 80% of students with attendance at 80% or better</li> <li>○ Students with attendance of 80% or better;                   <ul style="list-style-type: none"> <li>▪ 70% of students improving their reading level to be within 1 year of benchmark expectation</li> <li>▪ 80% achieving a C or better in Mathematics, Semester 2 2019.</li> </ul> </li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ English A-E and NAPLAN Reading/Numeracy data from Similar Queensland State Schools</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Weekly attendance data</li> <li>○ P-10 Literacy Continuum tracking</li> <li>○ Number diagnostic data tracking</li> <li>○ English writing skills gap analysis                   <ul style="list-style-type: none"> <li>▪ Individual student goals &amp; teacher planned differentiation</li> <li>▪ Teacher feedback on student work samples</li> </ul> </li> <li>○ Number of Indigenous students identified as Indigenous English as an Additional Language or Dialect (IEAL/D) in One School are Bandscaled                   <ul style="list-style-type: none"> <li>▪ Bandscaling data and goal setting/tracking</li> </ul> </li> <li>○ English/Mathematics A-E Data</li> </ul> </li> </ul>
2. Increase the achievement of all students achieving C or better in English - 90%.	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ 90% of students achieving C or better (all year levels) in English - 15% A, 30% B, 45% C Semester 2 (2019)</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Historical Levels of Achievement (LOA) data 2018 &amp; 2017</li> <li>○ Distance travelled in achievement standard/skills gap analysis data (term by term)</li> <li>○ NAPLAN Data</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ P-10 Literacy Continuum tracking</li> <li>○ English writing skills gap analysis                   <ul style="list-style-type: none"> <li>▪ Individual student goals &amp; teacher planning</li> <li>▪ Teacher feedback on student work samples</li> <li>▪ Data tracking/learning walls</li> </ul> </li> <li>○ Student work samples (annotated)</li> <li>○ Teacher engagement in collaborative planning                   <ul style="list-style-type: none"> <li>▪ Planning for differentiation</li> </ul> </li> </ul> </li> </ul>

\* 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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	<ul style="list-style-type: none"> <li>○ Moderation</li> </ul>
3. All students not meeting reading or level of achievement benchmarks are identified and receive targeted support at their level	<ul style="list-style-type: none"> <li>● Baseline/endpoint: <ul style="list-style-type: none"> <li>○ 100% of students not meeting reading or LOA benchmarks receive targeted and documented support (One School support provision where required)</li> </ul> </li> <li>● Comparison: <ul style="list-style-type: none"> <li>○ Distance travelled in target area compared historically (by student) for same length of teaching time</li> </ul> </li> <li>● Monitoring: <ul style="list-style-type: none"> <li>○ Case Management records</li> <li>○ One School support provision – updated regularly</li> <li>○ STLaN, LoL, T &amp; L support staff reporting on program data <ul style="list-style-type: none"> <li>▪ Number of students identified</li> <li>▪ Students grouped according to need</li> <li>▪ Program designed</li> <li>▪ 5 weekly cyclic data collection and monitoring</li> <li>▪ Review</li> </ul> </li> </ul> </li> </ul>

### Our initiatives include

Initiative	Evidence-base
1&2. Building Teacher capability to make informed decisions, leading to student progress <ul style="list-style-type: none"> <li>▪ Teacher professional learning (writing focus)</li> <li>▪ Data informed decision making</li> <li>▪ Identifying reading and writing demands of Australian Curriculum (including cross curricular priorities)</li> <li>▪ Individual goal setting and feedback embedded in T&amp;L cycle</li> <li>▪ Differentiating to meet student needs</li> </ul>	Archer, AL and Hughes, CA 2011 <i>Explicit instruction: Effective and Efficient Teaching</i> Guildford Press, NY. Sharratt, L and Fullan, M 2012 <i>Putting FACES on the data: What great leaders do!</i> Corwin, Thousand Oaks, CA. Tomlinson, C 2014. <i>The Differentiated Classroom: Responding to the needs of all learners.</i> ASCD, Alexandria VA. Hochman, J and Wexler, N 2017. <i>The Writing Revolution: A guide to advancing thinking through writing in all subjects and grades.</i> Jossey-Bass, San Francisco CA. Fisher, D, Frey, N and Hattie, J. <i>Visible Learning for Literacy, grades K-12: implementing the practices that work best to accelerate student learning.</i> Corwin, Thousand Oaks, CA.
3. Establish effective school processes, including establishing an effective case management system.	Sharratt, L and Fullan, M 2012 <i>Putting FACES on the data: What great leaders do!</i> Corwin, Thousand Oaks, CA. Fisher, D, Frey, N and Hattie, J. <i>Visible Learning for Literacy, grades K-12: implementing the practices that work best to accelerate student learning.</i> Corwin, Thousand Oaks, CA.

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## Our school will improve student outcomes by

1.

Actions	Cost
Individualised support plans in place with clearly articulated goals that are reviewed regularly with complex case team	TRS \$10 000
Additional support staff (Teacher and Teacher Aide) to run targeted intervention and support programs (Reading, Writing & Numeracy)	Staffing .4 \$44 200

2.

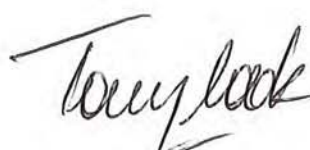
Actions	Cost
Provide targeted professional learning as a collaborative process using internal and external providers (focus on writing)	TRS/PD \$10 000 Resources \$15 065
Implement collaborative planning practices; teacher supported planning, data analysis, differentiation, observation and feedback	Staffing .4 \$44 200

3.

Actions	Cost
Review current referral systems and use systems leadership approach to re-design an effective case management approach for students requiring additional support	
Provide additional Speech Pathologist support and Teacher Aide time	SLP \$24 973 TA \$33 702



**Jo McDougall**  
Principal  
Ingham State School



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

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