**Investing for Success**

**Under this agreement for 2019**

Ingham State School will receive **$182,140**

This funding will be used to

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<tr>
<th>Target</th>
<th>Measures</th>
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| 1. Close the Gap in the Reading and Numeracy achievement of Aboriginal and Torres Strait Islander students by 2020. | - Baseline/endpoint:  
  - 80% of students with attendance at 80% or better  
  - Students with attendance of 80% or better;  
    - 70% of students improving their reading level to be within 1 year of benchmark expectation  
    - 80% achieving a C or better in Mathematics, Semester 2 2019.  
  - Comparison:  
    - English A-E and NAPLAN Reading/Numeralcy data from Similar Queensland State Schools  
  - Monitoring:  
    - Weekly attendance data  
    - P-10 Literacy Continuum tracking  
    - Number diagnostic data tracking  
    - English writing skills gap analysis  
      - Individual student goals & teacher planned differentiation  
      - Teacher feedback on student work samples  
    - Number of Indigenous students identified as Indigenous English as an Additional Language or Dialect (IEAL/D) in One School are Bandscalled  
      - Bandscaling data and goal setting/tracking  
    - English/Mathematics A-E Data |
| 2. Increase the achievement of all students achieving C or better in English - 90%. | - Baseline/endpoint:  
  - 90% of students achieving C or better (all year levels) in English - 15% A, 30% B, 45% C Semester 2 (2019)  
  - Comparison:  
    - Historical Levels of Achievement (LOA) data 2018 & 2017  
    - Distance travelled in achievement standard/skills gap analysis data (term by term)  
    - NAPLAN Data  
  - Monitoring:  
    - P-10 Literacy Continuum tracking  
    - English writing skills gap analysis  
      - Individual student goals & teacher planning  
      - Teacher feedback on student work samples  
    - Data tracking/learning walls  
    - Student work samples (annotated)  
    - Teacher engagement in collaborative planning  
      - Planning for differentiation |

*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.*
3. All students not meeting reading or level of achievement benchmarks are identified and receive targeted support at their level.

- Baseline/endpoint:
  - 100% of students not meeting reading or LOA benchmarks receive targeted and documented support (One School support provision where required)
- Comparison:
  - Distance travelled in target area compared historically (by student) for same length of teaching time
- Monitoring:
  - Case Management records
  - One School support provision – updated regularly
  - STLan, LoL, T & L support staff reporting on program data
    - Number of students identified
    - Students grouped according to need
    - Program designed
    - 5 weekly cyclic data collection and monitoring
    - Review

Our initiatives include

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<tr>
<th>Initiative</th>
<th>Evidence-base</th>
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**Our school will improve student outcomes by**

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<tr>
<th>Actions</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Individualised support plans in place with clearly articulated goals that are reviewed regularly with complex case team</td>
<td>TRS $10 000</td>
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<tr>
<td>Additional support staff (Teacher and Teacher Aide) to run targeted intervention and support programs (Reading, Writing &amp; Numeracy)</td>
<td>Staffing .4 $44 200</td>
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<td>Provide targeted professional learning as a collaborative process using internal and external providers (focus on writing)</td>
<td>TRS/PD $10 000</td>
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<td>Implement collaborative planning practices; teacher supported planning, data analysis, differentiation, observation and feedback</td>
<td>Resources $15 065</td>
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<td>Review current referral systems and use systems leadership approach to redesign an effective case management approach for students requiring additional support</td>
<td>Staffing .4 $44 200</td>
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<td>Provide additional Speech Pathologist support and Teacher Aide time</td>
<td>SLP $24 973</td>
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<td>TA $33 702</td>
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Jo McDougall  
Principal  
Ingham State School

Tony Cook  
Director-General  
Department of Education

Queensland Government