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	• **Baseline/endpoint:**
	  o PM Benchmark – 30% of students achieving Level 8 Semester 2 (2018)
	  o PM Benchmark – 50% of students achieving Level 16 Semester 2 (2019)
	• **Comparison:**
	  o P-2 Literacy Continuum –Critical Aspects: Reading Texts and Comprehension Cluster 6
	• **Monitoring:**
	  o Case Management of students – Curriculum Team
	  o Teacher planning documents and lesson observations
	  o Student feedback and work samples
	  o Movement on P-10 Literacy continuum
	  o English A – E data
	  o Daily Attendance
	  o Annual Performance Review (APR) process data

2. Increase the percentage of Indigenous students achieving B or better in English	• **Baseline/endpoint:**
	  o 50% of students achieving LOA data B or better
	• **Comparison:**
	  o Distance travelled compared historically (by student) for same length of teaching time (1 year)
	  o AIP target for 85% of all students to achieve C or better
	  o NAPLAN data - Upper 2 bands
	• **Monitoring:**
	  o Staff feedback on relevance and impact of professional learning
	  o LOA data wall tracking
	  o Moderation
	  o Case management records
	  o Student work samples.
	  o Collective monitoring circles/Learning Walls

3. Increase the number of Year 5 students in U2B numeracy	• **Baseline/endpoint** o From 13% to 16% • **Comparison**

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

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	o NAPLAN data 2017 students to 2018 students
	o NAPLAN relative gain for Year 5 students
	• **Monitoring**
	o Summative assessment task data
	o Collective monitoring circles

Our initiatives include

Initiative	Evidence base
1. Establish culturally responsive school case-management approaches to Indigenous students' reading achievement by building teacher capability in: • identifying the reading and writing demands of the Australian Curriculum learning areas and subject in C2C units of work • using Early Start data to inform differentiated teaching and learning of language and reading Additional access to Speech Pathology and oracy programs	• Cameron, S 2009 *Reading Comprehension Strategies* Pearson, Auckland, NZ • Stuart, M and Stainthorp, R 2015 *Reading Development and Teaching* Sage, London • Sharratt, L, & Fullan M, 2012 *Putting FACES on the Data: What Great Leaders Do!* Corwin, California, US
2. Building teacher capacity and student success by: • implementing the 'Succeeding Through Reading' approach • 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 • providing planning workshops and PD	• Walpole, S & McKenna, M 2017 *How to Plan Differentiated Reading Instruction* New York, The Guildford Press. • Sharratt, L, & Fullan M, 2012 *Putting FACES on the Data: What Great Leaders Do!* Corwin, California, USA
3. Building teacher capacity and increased student engagement and greater problem solving capability by: • providing planning workshops, mentoring and PD • additional differentiation opportunities catered for by numeracy leader	• Hattie, J A, Fisher, D B, Frey, N , Gojak L M, Delano Moore S, 2016 *Visible Learning for Mathematics*, Grades K-12 *What works best to optimize student learning.* Corwin Mathematics Series. USA

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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	
Provide speech pathologist support and additional aide time	**$32 057**

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