Investing in Focus Schools Initiative
Local Activity Profile

School name:

Ingham State School

Allocation: $195,850

Number of Indigenous Students: 78

Outcomes
Outcomes sought from the IFSI include:
- Aboriginal and Torres Strait Islander students are meeting basic literacy and numeracy standards and overall levels of literacy and numeracy achievement are improving.
- All compulsory school-aged Aboriginal and Torres Strait Islander children and young people are enrolled in school and progressing through schooling at the same rate as non-Indigenous students.
- Aboriginal and Torres Strait Islander students are engaged in and benefiting from schooling.
- Aboriginal and Torres Strait Islander students and communities are empowered through the promotion of their identity, culture and leadership in community partnerships with providers of early childhood and school education.
- High performing principals and teachers are effective in supporting Aboriginal and Torres Strait Islander students in becoming successful learners, confident and creative individuals and informed citizens.

Priority outputs
Priority outputs sought from the IFSI, as mandated by the Project Agreement with the Commonwealth, include:
- Formal and active School and Community Partnership Agreements.
- Personalised Learning Plans for each Aboriginal and Torres Strait Islander student
- Locally developed and implemented Attendance Strategies to improve Aboriginal and Torres Strait Islander student school attendance
- Whole school English Literacy and Numeracy strategies
- Provision of Professional Learning to teachers and education workers to support the delivery of English Literacy and Numeracy Strategies
- Other Professional Learning for school leaders and teachers consistent with supporting the achievement of the National Professional Standards for Principals and for Teachers

Overview

Investing in Focus Schools Funds will be used to build the capacity of teachers in their use of pedagogy via coaching, mentoring and professional development to provide for effective differentiation in Literacy and Numeracy so that Indigenous students may meet specific learning needs. Digital technologies has been identified by staff and the Local Indigenous Education Consultative Committee as a major incentive to engage Indigenous students in differentiated learning and with the additional benefit of improving the attendance rate of our Indigenous students.

Specific Target Areas

- Differentiated Instruction (DI) for individual student's readiness, interest and learning profiles (recommended by Regional Teacher of Assistive Technology & Digital Coach)
- Provision of multiple ways of learning in terms of Content (taking in information), Process (making sense of ideas) & Product (expressing what they know)
- Targeted teaching for individual needs & effective teaching practices
- Removing barriers to student learning
- Improvement in student engagement, attendance and achievement in Literacy and Numeracy
- Implementation of EQ Priorities: Strategic Plan (2012-2016), United in Our Pursuit of Excellence, Roadmap P10 C, T, A, R, Dimensions of Teaching and Learning, Teaching & Learning Audits
- Implementing elements of SETT Plan (Student, Environment, Tasks, Tools) wherein students select the device that best suits them; SAMR Model – Redefinition, Modification, Augmentation, Substitution; Universal Design Learning (UDL)
- Continued partnership with Ingham State High School (Stronger Smarter)

These objectives will be achieved through:

- Continued professional leadership and workforce development
- Employment of Coach/Mentor for Mathematics and Literacy
- Continued employment of literacy teacher (already budgeted)
- Acquisition of iPads and accessories
- Maintenance of iPads and accessories

Literacy and Numeracy

Outcome	Strategies	Progress timelines and milestones	Budget item/s description	IFSI Funding contribution	School or other funding contribution	Total budget
1. Aboriginal and Torres Strait Islander students are meeting basic literacy and numeracy standards and overall levels of literacy and numeracy achievement are improving.	**1.1 Whole school English, Literacy and Numeracy strategies** • Continue to identify & track Indigenous students requiring support and extension in literacy and numeracy through analysis of systemic (NAPLAN) and school (TORCH, PAT-M, Bandscaling and year level testing) data – see attachment Assessment and Reporting Plan. Use analysis of short term data to gauge effect of pedagogy and further identify needs • Use analysis of long term results to see success of program and gauge how to better improve the program the following year. • Explore whole class profiles and Individual Learning Plans to identify support needs and match needs with required intervention using coaching/mentoring of staff • Use analysis of data to identify trends to inform Personalized Learning Plans (PLP) for identified Indigenous students • Continue skilling of staff in data analysis as per PD Learning Plan • Continue to allocate funding towards intervention support in classrooms	Outcomes expected through use of identified strategies: a)Short Term Data <u>Numeracy</u> Improvement of 2.5% per term • Algebra & Numeracy • Automaticity of number facts <u>Literacy</u> • Automaticity of sight words Improvement of 1-2 levels per term in • Running Records P-3 • Informal Prose Inventory 4-7 • Quick 60 b) Long Term Data Improvement in: PAT Maths, TORCH and all strands of NAPLAN Updated by March T1-4			$40 000	

	• Provide teacher support for identified Indigenous students e.g. Maths & Literacy Coaches (see 1.2 below) • Continue to differentiate curriculum programs & unit plans ensure alignment with identified student needs (emphasis in 2013 on incorporation of iPad technology) • Use Maths Coach to build capacity of identified staff in order to address identified Indigenous students' needs	Evidence in OneSchool T1-4 Anecdotal & classroom observation T2-4	64 iPads, accessories & 5 Mac Book Pros	$59,945 $6,245		
	• Maths Coach recommends provision of digital, print and hands-on resources (Maths Kits) for each classroom teacher to support differentiation for Indigenous students & will coach teachers in effective use of these resources • Purchase Mac Book Pro laptop to manage iPads and apps • Upgrade Wi-Fi in B & E block	T2-4 T4 2012 End of T1 T1 March/April	IXL site licence, Maths Kits	$2,100 $10,700	$2089 $4000	
	• Acquire relevant digital devices (iPads) & accessories to help engage, support and extend students (See Attachment B for specific budget breakdown)		Specialist support (1 TRS)	$500		
	• Identify, purchase & download relevant Apps & Configurator software which target low NAPLAN writing, reading and numeracy achievement for Indigenous students	Narrowing of gap between Indigenous & non-Indigenous students NAPLAN 2014 results		$3,243		
	• Differentiate for individual students by generating App Work Flows to suit identified needs & ability groupings – to be managed through Apple Configurator software on Mac Book Pro laptop	T1 March/April				
1. Aboriginal and Torres Strait Islander students are meeting basic literacy and	1.2 Provision of Professional Learning for teachers and paraprofessionals to assist in the delivery of English, Literacy and Numeracy Strategies • Ongoing support/modelling within school e.g. Maths & Literacy Coaches (0.5 Maths coach, 0.4 allocation to release literacy and digital coaches)	Coaches employed from approval date		$100 000		

Outcome	Strategies	Progress timelines and milestones	Budget item/s description	IFSI Funding contribution	School or other funding contribution	Total budget
numeracy standards and overall levels of literacy and numeracy achievement are improving.	• Ongoing external advice, support & modelling e.g. Regional Teacher of Assistive Technology (Maree Flynn) & Regional Digital Coach (Julianne Cervellin) • Provide/facilitate regular digital devices, Literacy and Numeracy workshops (SFDs, staff meetings & after school) • Facilitate/promote mentor/buddies for teachers • Promote iPad OneChannel sessions (live & recorded) • Provision of support to manage all ICT hardware & software across school (IT technician)	T2 & 3 Staff confidence using digital devices to enhance teaching & learning (80%) IT technician employed T1-4	Specialist support (2 TRS)		$800 $7500	

Attendance

Outcome	Strategies	Progress timelines and milestones	Budget item/s description	IFSI Funding contribution	School or other funding contribution	Total budget
2. All compulsory school-aged Aboriginal and Torres Strait Islander children and young people are enrolled in school and progressing through schooling at the same rate as non-Indigenous students.	2.1 Locally developed and implemented Attendance Strategies to improve Aboriginal and Torres Strait Islander student school attendance • Track attendance improvements using OneSchool & class rolls. Based on data collected and analysed from OneSchool, at the end of each term, the class with the least absences wins a class prize. Individual, small group or whole class goals-setting focussing on daily attendance and/or arriving to school on time (trialled with small group in 2012 – very successful). • Focussing on The Arts – participating in Indigenous dance, visual arts and music activities and performances • Greater access to 21st Century technologies to encourage increased attendance (feedback from Indigenous Reference Group) • Provide 'Learning Days' (focussing on numeracy & literacy including showcasing 21st Century technologies) each term for parents/carers with the Indigenous students as leaders/coaches	Outcomes expected through use of identified strategies: Increased average attendance of 1% per semester Closing the Gap in student attendance 2014	 Catering & Consumables	$200	 $400	

Engagement and connections

Outcome	Strategies	Progress timelines and milestones	Budget item/s description	IFSI Funding contribution	School or other funding contribution	Total budget
3. Aboriginal and Torres Strait Islander students are engaged in and benefiting from schooling.	3.1 Personalised Learning Plans for each Aboriginal and Torres Strait Islander student • Design and implement Personalised Learning Plans (PLPs) for individual Indigenous students based on analysis of needs. • Provide a flexible, collaborative & challenging learning environment which engages both students and teachers whilst removing barriers to learning. • Differentiate further for individual Indigenous learners considering learning styles and the use of multimedia apps that will enhance engagement • Facilitate higher engagement & productivity in guided reading sessions and independent/group activities including use of multimodal eBooks • Increase oral language opportunities & practice of Standard Australian English	Outcomes expected through use of identified strategies: PLPs updated each semester Progress noted in short term and long term goals (PLP) Employment of Numeracy and Literacy coaches Anecdotal evidence and observation shows higher levels of engagement				

Engagement and connections (Continued)

Outcome	Strategies	Progress timelines and milestones	Budget item/s description	IFSI Funding contribution	School or other funding contribution	Total budget
4. Aboriginal and Torres Strait Islander students and communities are empowered through the promotion of their identity, culture and leadership in community partnerships with providers of early childhood and school education.	4.1 Formal and active School and Community Partnership Agreements, sustained through measures such as Family Forums (Local Indigenous Education Consultative Committee) • Promote identity, culture and leadership through participation of Indigenous parents/guardians in 'Learning Days/Cultural Days where family/oral stories can be told, recorded, illustrated and published by students • Continue consultation with local Indigenous Elders regarding strategies for improving attendance engagement and consequent educational outcomes.	Outcomes expected through use of identified strategies: Increasing engagement & attendance each term T2-4	Catering & consumables (as above)			

Leadership, quality teaching and workforce development

Outcome	Strategies	Progress timelines and milestones	Budget item/s description	IFSI Funding contribution	School or other funding contribution	Total budget
5. High performing principals and teachers are effective in supporting Aboriginal and Torres Strait Islander students to become successful learners, confident and creative individuals and informed citizens.	5.1 Professional Learning for school leaders and teachers consistent with supporting the achievement of the National Professional Standards for Principals and for Teachers • Continue skilling Teachers in data analysis and implications for pedagogy • Ongoing support/modelling within school e.g. Maths & Literacy Coaches (0.2FTE allocation to release literacy coaches) to build capacity of staff in order to address identified needs of Indigenous students • Differentiate curriculum units to incorporate iPad technology supported by Coaches & Regional consultants (1/2 day per teacher in Terms 2, 3 & 4) • Ongoing support/modelling externally e.g. Regional Teacher of Assistive Technology (Maree Flynn) • Provide/facilitate regular digital devices workshops (2 per term) as part of Staff/POD meetings • Facilitate/promote Literacy & Numeracy mentors/buddies for teachers • Promote iPad OneChannel sessions (live & recorded) • Sustainability plan for maintenance of iPads and apps with employment of a Digital technician • Collaborative sharing at end of project with district focus schools (2% of allocated funds)	Outcomes expected through use of identified strategies: 100% classroom teachers receiving support T2-4 All units & teachers incorporate iPad technology T2-4 T2-4 All teachers have a buddy/mentor T2-4 T1-4	Employment of Coaches 22.5 x TRS release for teachers IT technician Sharing	As above $9,000 As above $3917		

				IFSI	School	
			FUNDING TOTAL	$195,850	$54 789	$250,639

Post initiative forecast

This money is being used is to ensure that we will have built greater capacity of our present staff particularly, in the areas of most need as identified by 2012 NAPAN results - Numeracy. Research suggests the best way to learn and implement change is to acknowledge theory but to be coached in practical strategies.

We have consulted with staff and community regarding improving engagement, attendance and results and all have suggested that the school become more relevant to the 21st Century by providing greater access for students to digital devices, and effective and engaging literacy and numeracy pedagogy.

In order to sustain the strategies illustrated above, after 2013 we aim to ensure that:

- Shared leadership structures will be used to in-service and mentor new staff and continue to up-skill our present staff (POD team leaders. Leadership team, Coaching and mentor team) These leaders as well as our other present staff will have increased capacity that has been built over 2013 so they will have the strategies and knowledge base to be able to use to train and up-skill others.

- Our peer coaching strategy will be used to enhance the learning of the whole staff also as expert coaching is constantly revisited and relevant to learning /teaching episodes desired.

- PD budget for 2014 and 15 will have funds committed to ensure hands on numeracy, explicit literacy and 21st Century technologies will be a continued focus after 2013 to ensure that effective teaching and learning strategies continue to affect Indigenous students' outcomes

- Once the initial setting up of additional maths activities and hands on materials is set up it will be factored into normal teacher aide hours as is upkeep of science kits

- After the initial allocation of funds, maintenance of digital devices will be made through school and ICT grants and P& C funding. The P&C executive has committed to supporting ongoing costs relating to maintenance and upgrades.