

Investing for Success

Under this agreement for 2019
Loganholme State School will receive

\$175,014*

This funding will be used to

Target	Measures																														
1. Student evidence reflects a whole school approach to instructional reading routines and practices across the KLAs	<ul style="list-style-type: none"> ○ Baseline/endpoint: <ul style="list-style-type: none"> ○ 30% of students achieving an A or B standard by the end of year ○ 90% of students achieving an A, B, or C standard by the end of the year ○ 100% of students not reaching the year level standard will be identified and discussed with the PLT; significant and ongoing concerns will be referred through SAC <table border="1"> <thead> <tr> <th></th> <th>2017 – actual</th> <th>2018 – actual</th> <th>2019 – goal</th> </tr> </thead> <tbody> <tr> <td>Year 3 Reading</td> <td>At NMS – 94.4% U2B – 30.6%</td> <td>At NMS – 97.5% U2B – 47.5%</td> <td>Goal - At NMS - 100% U2B – 50%</td> </tr> <tr> <td>Year 5 Reading</td> <td>At NMS – 97.4% U2B – 25.6%</td> <td>At NMS – 96.6% U2B – 22%</td> <td>Goal - At NMS - 100% U2B – 35%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ○ Comparison: <ul style="list-style-type: none"> ○ English A-E and NAPLAN Reading NMS data from Similar Queensland State Schools (SQSS). ○ reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain (PAT reading) ○ Monitoring: <ul style="list-style-type: none"> ○ Teacher planning documents and lesson observations ○ Student feedback and work samples ○ Movement on P-10 Literacy continuum ○ English A – E data ○ 3 weekly data cycles 				2017 – actual	2018 – actual	2019 – goal	Year 3 Reading	At NMS – 94.4% U2B – 30.6%	At NMS – 97.5% U2B – 47.5%	Goal - At NMS - 100% U2B – 50%	Year 5 Reading	At NMS – 97.4% U2B – 25.6%	At NMS – 96.6% U2B – 22%	Goal - At NMS - 100% U2B – 35%																
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2. Student evidence reflects a whole school approach to the teaching of the building blocks of writing across the KLAs	<ul style="list-style-type: none"> ○ Baseline/endpoint: <ul style="list-style-type: none"> ○ 30% of students achieving an A or B standard by the end of year ○ 90% of students achieving an A, B, or C standard by the end of the year ○ 100% of students not reaching the year level standard will be identified and discussed with the PLT; significant and ongoing concerns will be referred through SAC <table border="1"> <thead> <tr> <th></th> <th>2017 – actual</th> <th>2018 – actual</th> <th>2019 – goal</th> </tr> </thead> <tbody> <tr> <td>Year 3 Writing</td> <td>At NMS – 100% U2B – 38.4%</td> <td>At NMS – 96.3% U2B – 32.5%</td> <td>Goal - At NMS - 100% U2B – 35%</td> </tr> <tr> <td>Year 5 Writing</td> <td>At NMS – 92.4% U2B – 7.8%</td> <td>At NMS – 86.4% U2B – 8.5%</td> <td>Goal - At NMS - 100% U2B – 40%</td> </tr> <tr> <td>Year 3 Spelling</td> <td>At NMS – 95.9% U2B – 32.9%</td> <td>At NMS – 93.8% U2B – 43.8%</td> <td>Goal - At NMS - 100% U2B – 45%</td> </tr> <tr> <td>Year 5 Spelling</td> <td>At NMS – 93.7% U2B – 19%</td> <td>At NMS – 98.3% U2B – 20.3%</td> <td>Goal - At NMS - 100% U2B – 35%</td> </tr> <tr> <td>Year 3 G&P</td> <td>At NMS – 91.8% U2B – 49.3%</td> <td>At NMS – 96.3% U2B – 42.5%</td> <td>Goal - At NMS - 100% U2B – 45%</td> </tr> <tr> <td>Year 5 G&P</td> <td>At NMS – 97.5% U2B – 26.6%</td> <td>At NMS – 93.2% U2B – 25.4%</td> <td>Goal - At NMS - 100% U2B – 53%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ○ Comparison: <ul style="list-style-type: none"> ○ English A-E and NAPLAN Reading NMS data from Similar Queensland State Schools (SQSS) ○ Writing stanine/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain (PAT writing) ○ Monitoring: <ul style="list-style-type: none"> ○ Teacher planning documents and lesson observations 				2017 – actual	2018 – actual	2019 – goal	Year 3 Writing	At NMS – 100% U2B – 38.4%	At NMS – 96.3% U2B – 32.5%	Goal - At NMS - 100% U2B – 35%	Year 5 Writing	At NMS – 92.4% U2B – 7.8%	At NMS – 86.4% U2B – 8.5%	Goal - At NMS - 100% U2B – 40%	Year 3 Spelling	At NMS – 95.9% U2B – 32.9%	At NMS – 93.8% U2B – 43.8%	Goal - At NMS - 100% U2B – 45%	Year 5 Spelling	At NMS – 93.7% U2B – 19%	At NMS – 98.3% U2B – 20.3%	Goal - At NMS - 100% U2B – 35%	Year 3 G&P	At NMS – 91.8% U2B – 49.3%	At NMS – 96.3% U2B – 42.5%	Goal - At NMS - 100% U2B – 45%	Year 5 G&P	At NMS – 97.5% U2B – 26.6%	At NMS – 93.2% U2B – 25.4%	Goal - At NMS - 100% U2B – 53%
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3. Student evidence reflects a whole school approach to the teaching of numeracy across the KLAs	<ul style="list-style-type: none"> ○ Baseline/endpoint: <ul style="list-style-type: none"> ○ 30% of students achieving an A or B standard by the end of year ○ 90% of students achieving an A, B, or C standard by the end of the year ○ 100% of students not reaching the year level standard will be identified and discussed with the PLT; significant and ongoing concerns will be referred through SAC <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2017 – actual</th> <th>2018 – actual</th> <th>2019 – goal</th> </tr> </thead> <tbody> <tr> <td>Year 3 Numeracy</td> <td>At NMS –100% U2B – 31.9%</td> <td>At NMS –96.1% U2B –49.4%</td> <td>Goal - At NMS - 100% U2B – 55%</td> </tr> <tr> <td>Year 5 Numeracy</td> <td>At NMS –100% U2B – 31.6%</td> <td>At NMS – 100% U2B – 22.8%</td> <td>Goal - At NMS - 100% U2B – 35%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ○ Comparison: <ul style="list-style-type: none"> ○ English A-E and NAPLAN Reading NMS data from Similar Queensland State Schools (SQSS). ○ reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain (PAT reading) ○ Monitoring: <ul style="list-style-type: none"> ○ Teacher planning documents and lesson observations ○ Student feedback and work samples ○ Movement on P-10 Literacy continuum ○ English A – E data ○ 3 weekly data cycles 		2017 – actual	2018 – actual	2019 – goal	Year 3 Numeracy	At NMS –100% U2B – 31.9%	At NMS –96.1% U2B –49.4%	Goal - At NMS - 100% U2B – 55%	Year 5 Numeracy	At NMS –100% U2B – 31.6%	At NMS – 100% U2B – 22.8%	Goal - At NMS - 100% U2B – 35%
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4. Student evidence is reflective of a whole community approach to improving well-being	<ul style="list-style-type: none"> ○ Maximise student attendance- direct monitoring by Deputy Principal and Principal <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2017- actual</th> <th>2018 – actual</th> <th>2019 - goal</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>Attendance - 92.8% Below 85% - 12.3% Above 95% - 42.7%</td> <td>Attendance - 92.6% Below 85% - 11.1% Above 95% - 39.9%</td> <td>Attendance – 95% Below 85% - 10% Above 95% - 43%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ○ Formation of a well-being committee ○ Breakfast club ○ Lunchtime Activity options ○ Reading Dog for reluctant readers and writers 		2017- actual	2018 – actual	2019 - goal	Attendance	Attendance - 92.8% Below 85% - 12.3% Above 95% - 42.7%	Attendance - 92.6% Below 85% - 11.1% Above 95% - 39.9%	Attendance – 95% Below 85% - 10% Above 95% - 43%				
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Our initiatives include

<ul style="list-style-type: none"> • Develop a whole school approach to teaching reading, writing and numeracy to support the extending of higher performing students • Revisit, refine or revise the school pedagogical framework to include Age Appropriate Pedagogies (AAP) and embed it as the shared language of teaching and learning • Identifying the reading and writing demands of the Australian Curriculum learning areas and subject in C2C units of work • Consistent implementation of Literacy and Numeracy blocks to include the Instructional Routines and Reading practices and Problem solving • Using data to inform differentiated teaching and learning • Case management approach for the analysis of data • Continued practice of 3-weekly data cycles as 	<p>Fullan, M & Sharratt, L 2012, Putting Faces on the Data: What Great Leaders Do!, Corwin, California, USA.</p> <p>· Fisher, D. Frey, N. & Hattie, J. 2016, <i>Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning</i>. Corwin, California, USA.</p>
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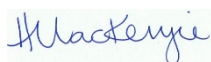
demonstrated on PLT data walls	
<ul style="list-style-type: none"> Professional learning communities to analyse student data, to share and evaluate strategies and their impact to improve student outcomes in early years in oral language and literacy. Develop a network of local early childhood centres and kindergartens to enhance knowledge of on-entry to Prep expectations and a focus on oral language experiences for all students. (Kindy Kabinet) 	<ul style="list-style-type: none"> Fullan, M & Stiegelmeier, L 2012, Putting Faces on the Data: What Great Leaders Do!, Corwin, California, USA. DuFour, R and DuFour, R 2012, The School Leader's Guide to Professional Learning Communities at Work, Hawker Brownlow Education, Victoria. Bayetto, A. Oral Language 1 - Australian Primary Principals Association https://www.appa.asn.au/wpcontent/uploads/2015/08/Oral-Languagearticle.pdf

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Our school will improve student outcomes by

Continuation of Lead Learning Teacher	\$ 85 000
Teacher release to conduct and analyse Early Start Prep: On entry: ½ day TRS On exit: ½ day TRS Year 1 and Year 2: On entry: ½ day TRS (with PLT) to analyse current class data On exit: ½ day TRS to conduct	School funded
Provide targeted professional learning (incl. The Reading Centre courses) supported by planning, modelling, observation and feedback processes <ul style="list-style-type: none"> • TRS to purchase: 1 week contracts x 3 / 3 terms (1/2 day release for each teacher as part of PLT) • Maintain use of diagnostic and formative assessments to inform intervention, differentiated and targeted teaching, team analysis of data and facilitating parental support for learning; facilitated through the provision of an additional ½ hr NCT/teacher for use as data conversations - "Data Conversations" to inform and determine instructional needs and aligned strategies in individual classrooms, cohort, sector planning and intervention needs 	\$22 014
Specialist support: Literacy Blocks for whole school intervention - Purchase of 50 TA hours	\$68 000
	\$175 014



Heidi Mackenzie
Principal
Loganholme State School



Tony Cook
Director-General
Department of Education

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**Queensland
Government**