

Investing for Success

Under this agreement for 2018
Kruger State School will receive

\$869,803*

This funding will be used to:

| Target | Measures |
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| <p>1. Increase reading achievement of all students.</p> | <p>Baseline/endpoint:</p> <ul style="list-style-type: none"> • Year level - Reading % 'C' or better Semester 2, 2017 to Semester 2, 2018. • NAPLAN Year 3 Reading - increase Upper two Bands (U2B) to 38% at or above National Minimum Standard (NMS) to 95%. • NAPLAN Year 5 Reading - increase U2B to 18% at or above NMS to 90%. • Closing the Gap – continue to monitor and improve reading achievement in NAPLAN and reading benchmarks. • Early Start - increase the percentage of Prep students achieving Early Start literacy standards from 0% on entry to >60% by December 2018. <p>Comparison:</p> <ul style="list-style-type: none"> ○ English A–E and NAPLAN Reading NMS data from Similar Queensland State Schools (SQSS). ○ Investigate the analysis of Relative Gain in NAPLAN and student gain in class reading. <p>Monitoring:</p> <ul style="list-style-type: none"> ○ PM and PROBE benchmarking (P-2 every 5 weeks, Years 3-6 by term). ○ Data conversations with line managers (targeting students in U2B and below level students). ○ Data analysis to inform planning through the coaching program. ○ Whole school data wall. ○ English A–E data. ○ Staff feedback on relevance and impact of professional learning and coaching. |
| <p>2. Increase maths achievement of all students.</p> | <p>Baseline/endpoint:</p> <ul style="list-style-type: none"> • Year level – increase maths % 'C' or better Semester 2, 2017 to Semester 2, 2018. • NAPLAN Year 3 Numeracy - increase U2B to 25% at or above NMS to 94%. • NAPLAN Year 5 Numeracy - increase U2B to 12% at or above NMS to 93%. • Closing the Gap – continue to monitor and improve numeracy achievement in NAPLAN. • Early Start - increase the percentage of Prep students achieving Early Start numeracy standards from 20% on entry to >70% by December |

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| | <p>2018.</p> <ul style="list-style-type: none"> • PAT Maths Oct 2017 to Oct 2018. <p>Comparison:</p> <ul style="list-style-type: none"> ○ Mathematics A–E and NAPLAN Numeracy NMS data from Similar Queensland State Schools (SQSS). ○ Analysis of Relative Gain in NAPLAN and effect size in PAT Maths. <p>Monitoring:</p> <ul style="list-style-type: none"> ○ Data Conversations with line managers (targeting students in U2B and below level students). ○ Data analysis to inform planning through the coaching program. ○ Mathematics A–E data. ○ Staff feedback on relevance and impact of professional learning and coaching. |
| <p>3. Increase the % of students achieving at least a 'C' level in English and Maths from their individual curriculum plan (EAL/D Tier 1, relevant verified students and other targeted students).</p> | <p>Baseline/endpoint:</p> <ul style="list-style-type: none"> • English % 'C' or better Semester 2, 2017 to Semester 2, 2018 as per ICP. • Maths % 'C' or better Semester 2, 2017 to Semester 2, 2018 as per ICP. • Norm-referenced diagnostic assessments Semester 2, 2017 to Semester 2, 2018 – PAT Maths and PROBE/PM Benchmarks. <p>Comparison:</p> <ul style="list-style-type: none"> ○ Distance travelled compared historically (by student) for same length of teaching time (1 year). ○ Reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain. ○ Numeracy age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain. <p>Monitoring:</p> <ul style="list-style-type: none"> ○ Staff feedback on relevance and impact of professional learning. ○ Student engagement and behaviour monitored as new teaching strategies applied. ○ Case management records. ○ Student work samples. |
| <p>4. Increase student engagement across the school.</p> | <p>Baseline/endpoint:</p> <ul style="list-style-type: none"> • Decrease the % of students attending less than 85% to 18.5%. • Increase the school's attendance to at least 92%. • Increase Prep attendance to 91%. • Increase Indigenous student attendance to 85%. • Decrease the number of SDAs by 10%. • Decrease orange and blue card referrals by 10%. <p>Comparison:</p> <ul style="list-style-type: none"> ○ Compare attendance and disciplinary actions to other Queensland schools through data profile. <p>Monitoring:</p> <ul style="list-style-type: none"> ○ Streamline referral and response process for identified students. ○ Monitor complex cases through school management processes. ○ Monitoring of orange and blue card referrals and follow up by Head of Student Engagement and PBS PLT. ○ Staff feedback on relevance and impact of professional learning and |

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| | coaching. |
| 5. Increase parent and community partnerships. | <p>Baseline/endpoint:</p> <ul style="list-style-type: none"> • Increase the use of Facebook by 10%. • Increase the number of parents attending school events including meet and greets, parades and parent/teacher interviews by 10%. • 10% increase in in parental participation in the SOS. <p>Comparison:</p> <ul style="list-style-type: none"> ○ Compare 2017 data with 2018 data. ○ Increase parental participation in SOS from 36 in 2017 to 40 in 2018. <p>Monitoring</p> <ul style="list-style-type: none"> ○ Facebook usage reports. ○ Parent Teacher online booking reports. ○ Parent contacts on OneSchool. ○ Number of parents at school events. |

Our initiatives include:

| Initiative | Evidence base |
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| <p>1. Through high quality professional learning, including coaching, professional learning teams (PLTs), Pedagogical Partner program, collaborative planning and feedback, embedding the school's Reading processes with a focus on explicit instruction, guided reading and high yield strategies.</p> | <ul style="list-style-type: none"> • Timperley, H 2011, <i>Using student assessment for professional learning: focusing on students' outcomes to identify teachers' needs</i> (pdf - 623.75kb) Paper No. 21 May 2011. Dep of Education and Early Childhood Development, Vic Govt. • Hattie, J 2003, <i>Teachers make a difference: What is the research evidence?</i> Paper given at the Australian Council for Education Research Annual Conference on: Building Teacher Quality. • Timperley, H, Wilson, A, Barr, H & Fung, I 2007, <i>Teacher Professional Learning and Development: Best Evidence Synthesis Iteration [BES]</i>, University of Auckland, Wellington, New Zealand: Ministry of Education http://www.educationcounts.edcentre.govt.nz/goto/BES • Sharratt, L & Fullan M 2012, <i>Putting FACES on the Data: What Great Leaders Do!</i> Corwin, California, US. • DuFour, R & DuFour, R 2012, <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria. • Timperley, HS 2011, <i>Realizing the Power of Professional Learning</i>, Open University Press, Berkshire, England. • Knight, J 2009, <i>Instructional Coaching: A partnership approach to improving instruction</i>, Hawker Brownlow: Moorabbin, Vic. • Fisher, D & Frey, N 2013, <i>Better Learning Through Structured Teaching</i>, Association for Supervision and Curriculum: Alexandria, USA. • Archer, A 2011, <i>Explicit Instruction: Effective and Efficient Teaching</i>, Guilford Pub: New York. • Williams, D 2011, <i>Embedding formative assessment</i>, Sutherland Pub: USA. • Hattie, J 2012, <i>Visible Learning for teachers: Maximising impact on learning</i>, Routledge: London. • Beck, IL 2013, <i>Bringing Words to Life: Robust Vocabulary Instruction</i>, Guildford Press: New York, USA. |

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| | <ul style="list-style-type: none"> • Johnston, RS & Watson, JE 2005, <i>A Seven Year Study of the Effects of Synthetic Phonics Teaching on Reading and Spelling Attainment</i>, Scottish Executive Education Department: Edinburgh. • Department for Education and Skills 2007, <i>Letters and Sounds: Principles and Practice of High Quality Phonics</i>. |
| <p>2. Implement the findings of the maths review, based on the cycle of inquiry, through high quality professional learning, including coaching, PLTs, Pedagogical Partner program, collaborative planning and feedback, with a focus on explicit instruction and identified high yield strategies of student talk, high quality open-ended questioning and CRA.</p> | <ul style="list-style-type: none"> • Boucher, D 2017, <i>Why CRA?</i> Maths Coach Corner www.mathcoachscorner.com/2015/05/why-cra • <i>A hundred questions that promote Mathematical Discourse</i> www.gettingsmart.com/2016/01/talking-math-100-questions-that-help--promote-mathematical-discourse/ • Dehaene, S 2011, <i>The Number Sense: How the Mind Creates Mathematics</i>, revised edn, Oxford University Press, New York. • Boucher, D 2017, <i>The ABC's of Number Sense</i>, www.mathcoachscorner.com/2014/07/the-abcs-of-number-sense/ • Sharratt, L & Fullan M 2012, <i>Putting FACES on the Data: What Great Leaders Do!</i> Corwin, California, USA. • DuFour, R & DuFour, R 2012, <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria. • Hattie, J 2017, <i>Visible Learning for Mathematics</i>, Corwin: California, USA. • Timperley, HS 2011, <i>Realizing the Power of Professional Learning</i>, Open University Press, Berkshire, England. • Williams, D 2011, <i>Embedding formative assessment</i>, Sutherland Pub: USA. |
| <p>3. Establish effective school processes for student referrals and Universal Intervention through monitoring, data analysis and forward planning within a case management approach</p> | <ul style="list-style-type: none"> • Sharratt, L, & Fullan M 2012, <i>Putting FACES on the Data: What Great Leaders Do!</i> Corwin, California, USA. • Archer, A 2011, <i>Explicit Instruction: Effective and Efficient Teaching</i>, Guilford Pub: New York. • Chaparro, E, Smolkowski, K, Baker, S, Hanson, N & Ryan-Jackson, K 2012, <i>A model for system-wide collaboration to support integrated social behavioral and literacy evidence-based practices</i>, <i>Psychology in the Schools</i>, vol 49, no.5, pp. 465-482. • Chaparro, E, Ryan-Jackson, K, Baker, S & Smolkowski, K 2012, <i>Effective behavioural and instructional support systems: An integrated approach to behaviour and academic support at the district level</i>, <i>Advances in School Mental Health Promotion</i>, vol 5, no.3, pp.161-176. • Chitiyo, M, May, M & Chitiyo, G 2012, <i>An assessment of the evidence-base for school-wide positive behavior support</i>, <i>Education and Treatment of Children</i>, vol. 35, no.1, pp. 1-24. • Horner, RH, Sugai, G, Todd, AW & Lewis-Palmer, T 2005, <i>School-wide positive behavior support</i> In L. Bambara & L. Kern (Eds.), <i>Individualized supports for students with problem behaviors: Designing positive behavior plans</i>, pp. 359-390, New York: Guilford Press. • Campbell, A & Anderson C 2008, <i>Enhancing effects of Check-in/Check-out with function-based support</i>, <i>Behavior Disorders</i>, vol. 33, no.4, pp. 233-245. • Todd, AW, Kaufman, A, Meyer, G & Horner, RH 2008, <i>The</i> |

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| | <p><i>Effects of a Targeted Intervention to Reduce Problem Behaviors: Elementary School Implementation of Check In - Check Out</i>, Journal of Positive Behavior Interventions, vol. 10, no.1, pp. 46-55.</p> |
| <p>4. Continue to implement and monitor the school's Management and Operational Framework and the whole school's Positive Behaviour approach through high quality coaching, professional learning and resourcing, led by Head of Curriculum: Learning Engagement</p> | <ul style="list-style-type: none"> • Chaparro, E, Smolkowski, K, Baker, S, Hanson, N & Ryan-Jackson, K 2012, <i>A model for system-wide collaboration to support integrated social behavioral and literacy evidence-based practices</i>, Psychology in the Schools, vol.49, no.5, pp. 465-482. • Chaparro, E, Ryan-Jackson, K, Baker, S & Smolkowski, K 2012, <i>Effective behavioural and instructional support systems: An integrated approach to behaviour and academic support at the district level</i>, Advances in School Mental Health Promotion, vol. 5, no.3, pp. 161-176. • Chitiyo, M, May, M & Chitiyo, G 2012, <i>An assessment of the evidence-base for school-wide positive behavior support</i>, Education and Treatment of Children, vol. 35, no.1, pp. 1-24. • Horner, RH, Sugai, G, Todd, AW & Lewis-Palmer, T 2005, <i>School-wide positive behavior support</i> In L. Bambara & L. Kern (Eds.), <i>Individualized supports for students with problem behaviors: Designing positive behavior plans</i>, New York: Guilford Press, pp. 359-390. • Campbell, A & Anderson, C 2008, <i>Enhancing effects of Check-in/ Check-out with function-based support</i>, Behavior Disorders, vol.33, no.4, pp. 233-245. • Todd, AW, Kaufman, A, Meyer, G & Horner, RH 2008, <i>The Effects of a Targeted Intervention to Reduce Problem Behaviors: Elementary School Implementation of Check In - Check Out</i>, Journal of Positive Behavior Interventions, vol.10, no.1, pp. 46-55. • Sharratt, L & Fullan M 2012, <i>Putting FACES on the Data: What Great Leaders Do!</i> Corwin, California, USA. • DuFour, R & DuFour, R 2012, <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria. • Timperley, HS 2011, <i>Realizing the Power of Professional Learning</i>, Open University Press, Berkshire, England. |
| <p>5. Continue to develop positive parent and community partnerships, support of a School Community Engagement teacher, interagency support and contextual communication.</p> | <ul style="list-style-type: none"> • Sharratt, L & Fullan M 2012, <i>Putting FACES on the Data: What Great Leaders Do!</i> Corwin, California, US. • Sharratt, L & Harild, G 2015, <i>Good to Great to Innovate</i>, Corwin, California, USA. |

Our school will improve student outcomes by:

| Actions – Initiatives 1 and 2 | Costs |
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| A highly skilled coaching and mentoring team to support all staff in implementing evidence-based high quality teaching and learning practices in reading (including synthetic phonics, robust vocabulary and mathematics). | \$ 299 000 |

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| Participation of all class/extension and intervention teachers in year level collaborative planning sessions each term in English, Reading and Mathematics. | \$ 14 400 |
| Additional teacher aide hours to support targeted students in reading and mathematics in the classroom and within extension and intervention programs. | \$ 270 403 |

| Actions – Initiative 3 | Costs |
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| Intensive targeted and transitional programs to support students achieving below year level standard, EAL/D, SEU and Indigenous students in maximising their engagement and achievement. | \$ 96 000 |

| Actions – Initiative 4 | Costs |
|---|--------------|
| HOC - Learning Engagement to lead PBS processes in the school, mentor all staff to maximise student engagement and attendance, to case manage complex students, and to provide professional development to staff to build sustainable engagement practices. | \$ 130 000 |

| Actions – Initiative 5 | Costs |
|---|--------------|
| A School Community Engagement teacher to build sustainable structures and networks that encourage effective parent, community and student engagement/participation. | \$ 60 000 |



Jody Stehbens
Principal
Kruger State School



Patrea Walton
A/Director-General
Department of Education

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