## Investing for Success

**Under this agreement for 2018**

**Kruger State School will receive**

$869,803*

This funding will be used to:

<table>
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<tr>
<th>Target</th>
<th>Measures</th>
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</table>
| **1. Increase reading achievement of all students.** | Baseline/endpoint:  
- 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.  
Comparison:  
- 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.  
Monitoring:  
- 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. |

| **2. Increase maths achievement of all students.** | Baseline/endpoint:  
- 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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2018.

**Comparison:**
- 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.

**Monitoring:**
- 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.

### 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).

**Baseline/endpoint:**
- 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.

**Comparison:**
- 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.

**Monitoring:**
- 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.

### 4. Increase student engagement across the school.

**Baseline/endpoint:**
- 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%.

**Comparison:**
- Compare attendance and disciplinary actions to other Queensland schools through data profile.

**Monitoring:**
- 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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5. Increase parent and community partnerships.

Baseline/endpoint:
- 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.

Comparison:
- Compare 2017 data with 2018 data.
- Increase parental participation in SOS from 36 in 2017 to 40 in 2018.

Monitoring:
- Facebook usage reports.
- Parent Teacher online booking reports.
- Parent contacts on OneSchool.
- Number of parents at school events.

Our initiatives include:

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<tr>
<th>Initiative</th>
<th>Evidence base</th>
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| 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. | • Timperley, H 2011, *Using student assessment for professional learning: focusing on students’ outcomes to identify teachers’ needs* (pdf - 623.75kb) Paper No. 21 May 2011. Dep of Education and Early Childhood Development, Vic Govt.  
• Sharratt, L & Fullan M 2012, *Putting FACES on the Data: What Great Leaders Do!* Corwin, California, US.

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| 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. | • Johnston, RS & Watson, JE 2005, *A Seven Year Study of the Effects of Synthetic Phonics Teaching on Reading and Spelling Attainment*, Scottish Executive Education Department: Edinburgh.  
• Boucher, D 2017, *Why CRA? Maths Coach*  
[www.mathcoachscorner.com/2015/05/why-cra](http://www.mathcoachscorner.com/2015/05/why-cra)  
• Sharratt, L & Fullan M 2012, *Putting FACES on the Data: What Great Leaders Do!* Corwin, California, USA.  
• Hattie, J 2017, *Visible Learning for Mathematics*, Corwin: California, USA.  
• Williams, D 2011, *Embedding formative assessment*, Sutherland Pub: USA.  
• Sharratt, L & Fullan M 2012, *Putting FACES on the Data: What Great Leaders Do!* Corwin, California, USA.  

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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

- Sharratt, L & Fullan M 2012, Putting FACES on the Data: What Great Leaders Do! Corwin, California, USA.

5. Continue to develop positive parent and community partnerships, support of a School Community Engagement teacher, interagency support and contextual communication.

- Sharratt, L & Fullan M 2012, Putting FACES on the Data: What Great Leaders Do! Corwin, California, USA.
- Sharratt, L & Harild, G 2015, Good to Great to Innovate, Corwin, California, USA.

Our school will improve student outcomes by:

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<tr>
<th>Actions – Initiatives 1 and 2</th>
<th>Costs</th>
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<td>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).</td>
<td>$ 299 000</td>
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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

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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

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| 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

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| A School Community Engagement teacher to build sustainable structures and networks that encourage effective parent, community and student engagement/participation. | $ 60 000

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