

# Investing for Success

Under this agreement for 2018  
Longreach State High School will receive

**\$88,265\***

## This funding will be used to

| Target  | Measures   |
|---|--|
| 1. Improve the reading achievement of junior secondary students in English, Geography and History by 2019.                              | <ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ Semester 2 English, Geography and History A-E data tracking 2017 Year 6, Year 7, Year 8 students until end 2018.</li> <li>○ Y7 NAPLAN Reading 2017 to Y9 NAPLAN Reading for matched students.</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ English, Geography and History %A, %B and %C or better.</li> <li>○ Year 7-Year 9 Reading NAPLAN relative gain.</li> <li>○ Similar Queensland State Schools (SQSS).</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ P-10 Literacy Continuum (reading) used to monitor progress and plan for next steps in student learning.</li> <li>○ Staff satisfaction levels with PLC content and delivery.</li> <li>○ Teacher planning includes evidence of differentiated teaching and learning of Reading appropriate to demands of different subject/learning areas.</li> <li>○ Records from coaching, observation and feedback activities establish change in teacher practice.</li> <li>○ Interim report card data.</li> </ul> </li> </ul> |
| 2. Increase student attendance, with a particular focus on 'Closing the Gap' in Aboriginal and Torres Strait Islander students by 2019. | <ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ Number of students in 2017 (baseline) to 2018 (endpoint) achieving 90% attendance or higher.</li> <li>○ Number of Aboriginal and Torres Strait Islander students in 2017 (baseline) to 2018 (endpoint) achieving 90% attendance or higher.</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ 5-year trend attendance data in matched enrolments.</li> <li>○ % of whole school attendance for matched enrolments compared historically (same semester comparisons).</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ 2018 Attendance data.</li> <li>○ Daily communication with all students on unexplained attendance.</li> <li>○ Weekly monitoring, feedback and focus on students below 90% attendance threshold.</li> <li>○ Student Services team feedback on quality of monitoring and intervention strategies to increase student attendance towards achievement target.</li> </ul> </li> </ul>  |

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



**Queensland  
Government**

## Our initiatives include


| Initiative   | Evidence-base  |
|--|--|
| 1. Professional learning communities engage local and regional expertise to improve teacher ability to identify the reading demands of the Australian Curriculum learning and subjects in C2C units of work. | <ul style="list-style-type: none"> <li>Stuart, M and Stainthorp, R 2015, Reading Development and Teaching. Sage, London.</li> <li>DuFour, R and DuFour, R 2012, The School Leader's Guide to Professional Learning Communities at Work, Hawker Brownlow Education, Victoria.</li> <li>Walpole, S &amp; McKenna, M 2017, How to Plan Differentiated Reading Instruction, New York, The Guildford Press.</li> <li>Ferdig, R &amp; Pytash, K &amp; Rasinski, T, 2017, Using Technology to Enhance Reading</li> </ul>                        |
| 2. Establish effective school processes, including establishing case management and professional learning teams (PLTs) to address student attendance.  | <ul style="list-style-type: none"> <li>Fullan, M &amp; Sharratt, L 2012, Putting Faces on the Data: What Great Leaders Do! Corwin, California, USA.</li> <li>Schreck, M, 2011, You've got to reach them to teach them: Hard facts about the soft skills of student engagement.</li> <li>Glaude, C, 2012, When Students Fail to Learn: Protocols for a school-wide response.</li> <li>DuFour, R and DuFour, R 2012 The School Leader's Guide to Professional Learning Communities at Work Hawker Brownlow Education, Victoria.</li> </ul> |

## Our school will improve student outcomes by

| Actions  | Costs  |
|--|--|
| 1. Professional learning communities engage in-house and regional expertise to improve teacher ability to identify reading demands of units of work.   | TRS \$552  |
| Providing targeted professional learning (incl. The Reading Centre courses) supported by planning, modelling, observation and feedback processes.  | Resources \$3000   |
| Providing support for responsive teaching based on analysis and discussion of curriculum-aligned through planning, modelling, observation and feedback processes, and timely access to data. | 0.23 FTE school-based coach<br>\$14,000<br>1.0 FTE TA002 student/teacher support<br>\$47,829 |
| 2. Establish PLT to co-construct an effective case management approach for students with attendance below 90% using school and regional resources.   | 0.4 FTE TA002 student support<br>\$22,434  |
| Provide professional development and partnership programs in co-constructed collaborative processes using system and external support.   | TRS \$450  |
| <b>Total</b>   | <b>88,265</b>  |



**Brendan Krueger**  
Principal  
Longreach State High School



**Patrea Walton**  
A/Director-General  
Department of Education

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

