

# Investing for Success

Under this agreement for 2019  
Longreach State High School will receive

**\$ 78,969\***

## This funding will be used to:

Target	Measures
<p>1. Improve the reading achievement of junior secondary students in English, Science, History and Geography by 2020.</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint               <ul style="list-style-type: none"> <li>○ Semester 2 English, Science and History A–E data tracking 2018 Year 6, Year 7, Year 8 students until 2020.</li> <li>○ Year 7 National Assessment Program – Literacy and Numeracy (NAPLAN) Reading 2018 to Year 9 NAPLAN Reading for matched students.</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ English, Science and History % of A, % of B and % of 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 Professional Learning Communities (PLC) content and delivery.</li> <li>○ Teacher planning includes evidence of differentiated teaching and learning of reading appropriate to reading demands of different subject/learning areas.</li> <li>○ Records from coaching, observation and feedback activities to establish change in teacher practice.</li> <li>○ Interim report card data.</li> </ul> </li> </ul>
<p>2. Increase the percentage of students working from Individual Curriculum Plans (ICPs) who achieve their reading goals by end of year 2019.</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ P–10 Literacy continuum: Semester 2, 2018 to Semester 2, 2019.</li> <li>○ English A–E, Semester 2, 2018 to Semester 2, 2019 as per Individual Curriculum Plan.</li> <li>○ Norm-referenced diagnostic assessments Semester 2, 2018 to Semester 2, 2019.</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Distance travelled compared historically (by student) for same length of teaching time (1 year).</li> <li>○ Reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain.</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Staff feedback on relevance and impact of professional learning.</li> <li>○ Student engagement and behaviour monitored as new teaching strategies applied.</li> <li>○ P – 10 Literacy continuum monitoring.</li> <li>○ Case management records.</li> <li>○ Student feedback and work samples.</li> </ul> </li> </ul>

\* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



**Queensland  
Government**

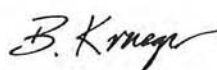


## Our initiatives include:

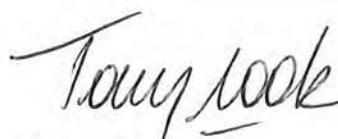
Initiative	Evidence-base
1. Professional Learning Communities engaging regional expertise to improve teacher ability to identify the reading (and writing) demands of the Australian Curriculum learning and subjects in Curriculum into the Classroom (C2C) units of work.	<ul style="list-style-type: none"> <li>• Fullan, M &amp; Starratt, L 2012 <i>Putting Faces on the Data: What Great Leaders Do!</i>, Corwin, California, USA.</li> <li>• Institute of Educational Sciences (IES) 2016, Teaching Secondary Students to Write Effectively – Educator's Practice Guide (online).</li> <li>• DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria.</li> </ul>
2. Establishing effective school processes, including establishing case management and professional learning teams (PLTs).	<ul style="list-style-type: none"> <li>• Walpole, S &amp; McKenna, M 2017 <i>How to Plan Differentiated Reading Instruction</i>, New York, The Guildford Press.</li> <li>• Sharratt, L, &amp; Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, USA</li> <li>• DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria.</li> </ul>

## Our school will improve student outcomes by:

Actions	Costs
1. Employing staff through the Teacher Relief Scheme (TRS) so professional learning communities can engage in-house and regional expertise to improve teacher ability to identify reading (and writing) demands of units of work.	\$ 3,730
Providing support for responsive teaching based on analysis and discussion of curriculum-alignment through planning, modelling, observation and feedback processes, and timely access to data.	
0.25 Full time equivalent (FTE) school-based Literacy Coach	\$27,141
0.80 FTE TA003 student/teacher support	\$38,998
2. Establishing a Professional Learning Team (PLT) to co-construct an effective case management approach for students with diverse learning needs (focus on reading) using school and regional resources.	
TRS	\$ 2,500
Resources	\$ 2,600
Providing professional development in co-constructed collaborative processes using system and external support	
TRS	\$ 4,000



**Brendan Krueger**  
Principal  
Longreach State High School



**Tony Cook**  
Director-General  
Department of Education

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