

Investing for Success

Under this agreement for 2018

Logan Village State School will receive

\$258,661*

This funding will be used to

- Increase the percentage of students who achieve the National Minimum Standard in reading at 95 % for students in Year 3 and 5.
- Increase mean scale score in Year 3 NAPLAN Reading to 400
- Increase mean scale score in Year 5 NAPLAN Reading to 490
- Increase percentage of students in Upper 2 bands in NAPLAN Reading in years 3 and 5
- Improve teacher capacity through focused coaching and professional development in priority area of reading
- Improve identification and support processes for students with learning difficulties/disabilities
- Improve parent capacity through information sessions and partnerships with parents and other education providers
- Increase parent engagement prior to prep in the 0 - 5 age group
- Improve student attendance rate to 92.5%
- Improve identification and support processes for students who are gifted and talented.

Our initiatives include

- Fund a Reading Coach with the goal of all teachers to become expert teachers of reading
- Continue to provide additional support position (to join our existing team of 5) to improve case management capacity, to increase support to identified students and to provide increased opportunity for instructional coaching to classroom teachers in providing appropriate adjustments for students¹.
- Increase parent school partnerships through closer case management of identified students and liaising with parents and specialist staff
- Increase parent engagement with pre-prep students through the continuation of a Logan Village Playgroup/s and First 5 Forever with support of Logan City Council
- Co-fund an Early Years coach with cluster schools and DET to support 0 - 5 age group identified needs in the local community
- Implement phonemic awareness programs across prep, year 1 and year 2
- Purchase additional teacher aide time to support implementation of above programs in classrooms and across the school.
- Maintain Attendance Management Officer role
- Provide ongoing enrichment and extension for identified students to achieve in the upper 2 bands in NAPLAN assessment in reading.
- Provide additional planning time for teachers to ensure personalisation of learning through implementation of Response to Intervention

¹ Differentiation is an educational response that accommodates the needs of diverse learners. It is an approach to teaching and learning for students of differing readiness (Tomlinson, CA in Landrum, T J and McDuffie, K. A. Learning Styles in the Age of Differentiated Instruction, Exceptionality, 18:6-17 2010); and maximising student's learning through instruction that accommodates their individual needs. (Huebner T. A. Differentiated Instruction, Educational Leadership, February 2010)

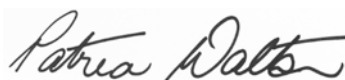


Our school will improve student outcomes by

<ul style="list-style-type: none"> Employing a fulltime Reading coach to support teachers in the implementation of school's Explicit Improvement agenda (The teaching of Reading) across the school 	\$ 141 000
<ul style="list-style-type: none"> Releasing staff to conduct playgroup to encourage early engagement with school First Five forever program for pre- prep age children in the community 	\$ 7000
<ul style="list-style-type: none"> Providing auditory screening of all students in prep and identified students across the remainder of the school 	\$ 2000
<ul style="list-style-type: none"> Co fund Early years cluster coach 	\$ 30000
<ul style="list-style-type: none"> Purchasing of Support teacher Literacy and Numeracy time 	\$ 9000
<ul style="list-style-type: none"> Employing teacher aide to monitor student attendance 	\$ 9000
<ul style="list-style-type: none"> Allocating additional teacher aide time to support implementation of programs 	\$ 43000
<ul style="list-style-type: none"> Provision of additional NCT for teachers to collaborate on entire year level intervention processes (Response to Intervention) 	\$ 17661



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A/Director-General
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