

# Investing for Success

## Snapshot report

Under the Investing for Success Agreement for 2017  
Samford State School received

**\$208,337**

Our full 2017 agreement can be found [here](#).

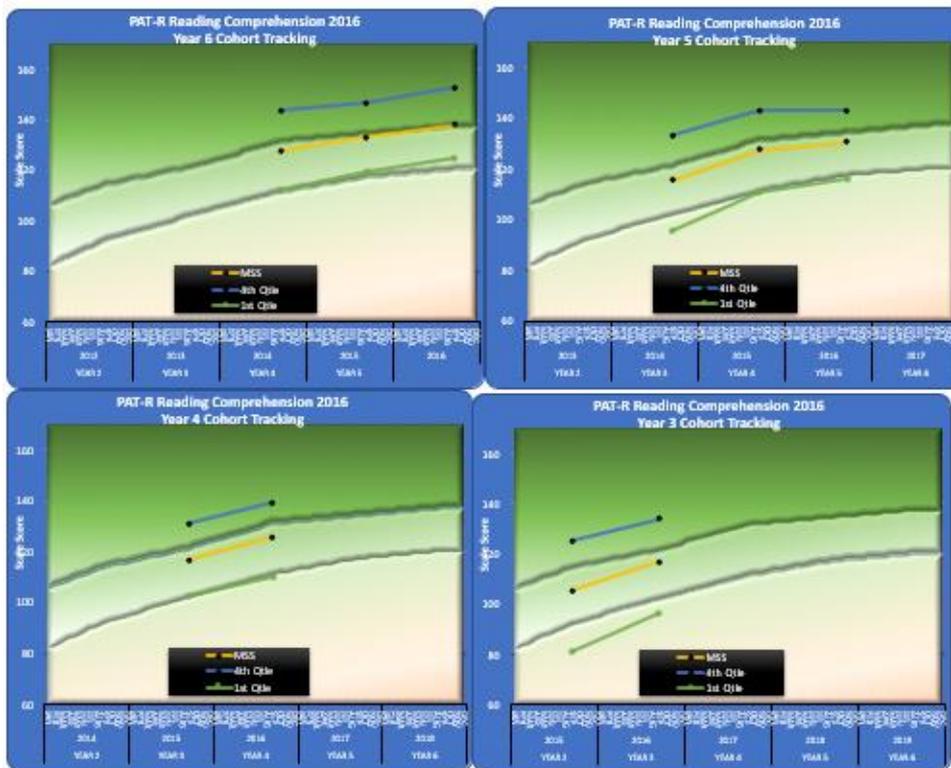
### Our school initiatives are on track to meet or exceed our targets

During 2017, we focused on maximising the benefits of this funding for our students. After reviewing our 2017 *Investing for Success* agreement, it is clear that we are on track to meet or exceed our targeted student outcomes. We continue to implement our initiatives to ensure that every student succeeds. Initiatives implemented included:

- **Implement core principles of ‘targeted teaching’:**
  - Explicit and timely feedback supported by individual learning goals – student growth facilitated by clear and explicit feedback that related directly to learning goals designed to meet individual needs. This initiative was supported by classroom and specialist staff working directly with students (including Master Teacher, Support Teachers: Literacy and Numeracy, Head of Curriculum, Digital Innovation Teacher, teacher aides and the school leadership team). Professional learning focused on explicit feedback was supported by involvement in an ongoing University of Queensland research project targeting classroom feedback interactions.
  - Formative student assessment – teachers used ongoing formative assessments to identify student learning needs and areas of strength. This promoted a culture of individualised learning and shaped teachers’ curriculum planning and classroom interactions. Formative assessment also supported teachers’ effective use of feedback.
  - Formative evaluation of implementation of curriculum intent – collaborative analysis of student data (especially the use of ‘digital markbooks’) to understand and scrutinise the impact of teachers’ strategies and initiatives on individual student learning.
- **Support individual learning pathways for students with identified needs or those at risk** – the provision of rigorous, individualised intervention designed to meet specific learning needs. This intensive support was provided by collaborative planning, teaching and evaluation by classroom teachers and specialist support staff, and manifested in engaging learning experiences enhanced by the innovative use of digital technologies.
- **Individualised professional learning centred on differentiated classroom practices** – teachers’ professional learning needs were catered for according to individual needs. Teachers work collaboratively to elevate their professional learning with cycles of observation, feedback and reflection that were based in authentic classroom practices.

# Investing for Success

2015-2017 Student Relative Gain							
Year Levels	Strand	Matched Students enrolled at the School for Test 2					
		N	% with Lower / Similar / Higher Gains than State Schooling Peers			% at Same School for Both Tests	SQSS
03-05	R	111	10	59	32	94.6	A
	W	109	15	61	24	94.5	S
	S	110	15	63	18	94.5	S
	G&P	110	14	63	24	94.5	S
	N	110	20	58	24	94.5	S



**Discussion**

Dark green - Top 25% of students across the country. Lightest Green- Bottom 25% of students across the country.

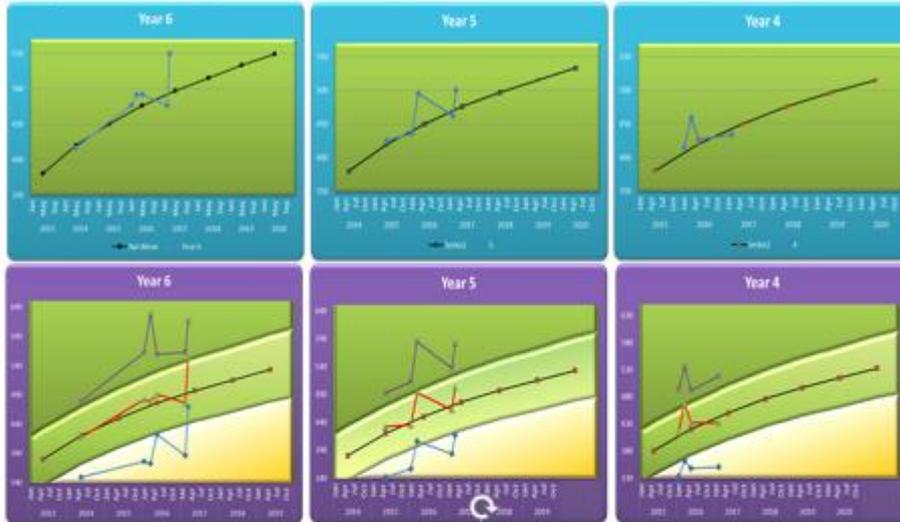
Cohort tracking- each graph represents the same students as they moved through the school. These are the 2016 cohorts.

This Data suggests: Cohorts are making growth as anticipated against school benchmarks. Year 5 2016 saw our top reader flatline but the cohort still made expected progress. In all charts except Year 4 2016, our lower quartile is making stronger than expected progress. Our current Year 3 students (Year 2 2016) have not scored as well as previous Year three students. Our students are performing strongly when compared to the nation as reflected in the mean scores being close to the top 25% of the country.

Implications: 2017 Year 3 NAPLAN reading scores are anticipated to be lower than previous years. Learning support, intervention and differentiation (Targeted teaching) appears to be successful in helping students make learning gains.

# Investing for Success

Writing Data- Cohort Tracking



## Discussion

Discussion- Dark green - Top 25% of students across the country (Using NAPLAN benchmarks) - Yellow Bottom 25% of students across the country.

Blue charts- Mean scale score (MSS) compared to National mean scale score. Purple graph is top 25% middle 50% and Lower 25% of student for each year level.

Cohort tracking- Each graph represents the same students as they moved through the school. These are the 2017 cohorts.

Spike in data at start of 2016 is from external marking company followed by the real NAPLAN (Current Year 6 and Year 4) a short time after. High confidence in most recent data point as external trained NAPLAN supervisor, moderated by us

Very current data- from Term 1 2017. Students work very hard for a short period of time, so not all gains are maintained over time. Between testing it is not uncommon for a small dip (Similar to elite athlete training)

Year 6- upper 25% made stronger than a years' worth of growth over time for all quartiles (supported by NAPLAN data)

Year 5- Solid progress across all quartiles.

Year 4- Have not done writing workshops this year. Have pre-test from the start of the year which indicates small or negative gains.

Year 3- Only one data point from pre-test at the start of this year. Lower when compared to previous years.

Year 2- First time this data has been collected on this year level. Provides greater baseline data. Trialed modified writing workshops with positive feedback from staff.