

# Investing for Success

**Under this agreement for 2018  
Sunshine Beach State High School will receive**

**\$434,516\***

## This funding will be used to

<p>1. Improve the writing achievement of junior secondary students</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ English %C or better (Sem 2, 2017 – Sem 2, 2018)</li> <li>○ NAPLAN writing data (Yr 7 &amp; 9)</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ NAPLAN writing data from Similar Queensland State Schools (SQSS)</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Pre-post test diagnostic assessments Sem 2 2017 to Sem 2 2018.</li> <li>○ Staff use of whole school writing strategies</li> <li>○ Student samples of work</li> </ul> </li> </ul>
<p>2. Increase reading achievement in middle school students with reading difficulties</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ P – 10 Literacy continuum: Sem 2 2017 to Sem 2 2018</li> <li>○ English A – E, Sem 2 2017 to Sem 2 2018 as per Individual Curriculum Plan</li> <li>○ Norm referenced Lexile data</li> <li>○ Reading links (students significantly below level) Feb 2018 to Nov 2018</li> <li>○ Probe 2 (LGS students) levels Feb 2018 to Nov 2018</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 student engagement and improvement</li> <li>○ Reading links monitoring</li> <li>○ Probe 2 Key into comprehension</li> <li>○ Rapid reading weekly feedback</li> <li>○ Case management records</li> </ul> </li> </ul>
<p>3. Increase numeracy achievement in yr 8 &amp; 9 students who are below year level</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ Maths %C or better (Sem 2, 2017 – Sem 2, 2018)</li> <li>○ NAPLAN numeracy data (yr 9)</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>○ Year 7 – 9 numeracy relative gain</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Pre &amp; post test diagnostic data</li> <li>○ Teacher feedback on student engagement and improvement</li> <li>○ Interim report card data</li> </ul> </li> </ul>

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



<p>4. Increase % of students in U2B (yr 7 &amp; 9) in all areas (Reading, Writing, Spelling, Grammar &amp; Punctuation, Numeracy)</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint: <ul style="list-style-type: none"> <li>○ % A Maths, Science, English yr7, 8 &amp; 9 (Sem 2, 2017 – Sem 2, 2018)</li> <li>○ NAPLAN U2B relative gain data (yr 5-7 &amp; yr 7-9)</li> </ul> </li> <li>• Comparison: <ul style="list-style-type: none"> <li>○ Maths, Science &amp; English %A</li> <li>○ Year 7 – 9 relative gain</li> <li>○ SQSS data</li> </ul> </li> <li>• Monitoring: <ul style="list-style-type: none"> <li>○ Teacher feedback on quality and implementation of whole school strategies (Activating Thinking, Critical Thinking strategies, NPDL units with inquiry based learning activities)</li> <li>○ Records from coaching, observation and feedback activities establish change in teacher practice</li> <li>○ Interim report card data</li> <li>○ Annual Performance Review (APR) process data.</li> </ul> </li> </ul>
<p>5. Increase support available to students who are referred to Student Services Centre</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint: <ul style="list-style-type: none"> <li>○ Attendance 2017 to end Sem 2 2018</li> <li>○ % SDA 2017 to end Sem 2 2018</li> </ul> </li> <li>• Comparison: <ul style="list-style-type: none"> <li>○ Attendance data as compared to SQSS</li> <li>○ SDA data as compared to SQSS</li> </ul> </li> <li>• Monitoring: <ul style="list-style-type: none"> <li>○ End term One School data</li> <li>○ Guidance Centre referral records</li> </ul> </li> </ul>

## Our initiatives include

Initiative	Evidence-base
<p>1. Use Literacy coaches &amp; Literacy Collaborative Council (CC) to develop &amp; implement whole school writing &amp; reading strategies</p>	<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>• Cameron, S <i>The Writing Book</i></li> <li>• Cameron, S <i>Teaching Reading Comprehension Strategies</i></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> <li>• Fisher, D; Frey, N &amp; Hattie, J 2016, <i>Visible Learning for Literacy: Implementing the Practices that work best to accelerate Student Learning</i>. Sage Publications, Los Angeles</li> <li>•</li> </ul>
<p>2. Provide focused and intensive teaching for students requiring additional support with reading to close the gap between these students and their grade-level peers</p>	<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> </ul>
<p>3. Provide focused and intensive teaching for students requiring additional support in numeracy to close the gap between these students and their grade-level peers</p>	<ul style="list-style-type: none"> <li>• Sullivan, P 2011, <i>Teaching Mathematics: Using research-informed strategies</i>, ACER Press, Camberwell, Vic.</li> </ul>

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<p>4. Provide intensive support for students demonstrating high levels of achievement</p> <p>Provide professional development for teachers and school leaders to:</p> <ul style="list-style-type: none"> <li>- increase capability to trial thinking and reasoning strategies in the classroom</li> <li>- build teacher capability (across all learning areas) to plan units of work and teach corresponding lessons that embed ASoT &amp; NPDL</li> <li>- develop teacher's competence in the demonstration and observation of Classroom Profiling (Green Zone) strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Hattie, J 2013, <i>Visible Learning for Teachers</i>. Routledge, London</li> <li>• Marzano, R; Pickering, D &amp; Pollock, J 2001, <i>Classroom Instruction that Works</i>, ASCD, Alexandria.</li> <li>• Fullan, M., &amp; Quinn, J. (2015). <i>Coherence: The right drivers in action for schools, districts, and systems</i>. Thousand Oaks, CA: Corwin; Toronto, ON: Ontario Principals' Council.</li> <li>• New Pedagogies for Deep Learning (NPDL). (2015)</li> <li>• Jackson, C; Simoncini, K; Davidson, M 2013, 'Classroom Profiling Training: Increasing Preservice Teachers' Confidence and Knowledge of Classroom Management Skills'. <i>Australian Journal of Teacher Education</i>, vol 38, issue 8.</li> </ul>
<p>5. Provide more support to GO and Student Services T/A to enable pathways for students who have been referred (including cognitive testing)</p>	<ul style="list-style-type: none"> <li>• Student learning and well-being framework (Department of Education)</li> <li>• Kutash, K., Duchnowski, A., &amp; Lynn, N. (2006). <i>School-based Mental Health: An Empirical Guild for Decision-makers</i>. The Research and Training Center for Children's Mental Health, Florida Mental Health Institute, University of South Florida.</li> <li>• Bradshaw, C., Koth, C., Thornton, L., &amp; Leaf, P. (2009). Altering school climate through School-wide Positive Behavioral Interventions and Supports: Findings from a Group-Randomized Effectiveness Trial. <i>Prevention Science</i>, 10, 100-115.</li> <li>• Bradshaw, C. P., Mitchell, M. M., &amp; Leaf, P. J. (2010). Examining the effects of School-Wide Positive Behavioral Interventions and Supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. <i>Journal of Positive Behavior Interventions</i>, 12, 133-148.</li> </ul>

## Our school will improve student outcomes by

1.

Actions	Costs
Literacy Coaches & Literacy Collaborative Council develop evidence-based whole school reading & writing strategies	5 x 0.2 school-based literacy coaches \$ 85 000
Leaders (HODs & Coaches) and Literacy Collaborative Council support implementation of whole school reading & writing strategies through modelling, co-teaching, observation and feedback processes	2 x Data technicians \$ 70 000 TRS \$ 4 000

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2.

Actions	Costs
Use Lexile as the school's primary reading comprehension diagnostic tool to provide baseline data to all students in middle school	Resources \$ 8 500
Engage teacher aide to provide one-on-one reading time with students significantly below benchmark in reading using Keys into comprehension and Reading links program	T/A \$ 33 000 Resources \$ 2 000
Provide professional learning to teacher from Learning Centre & engage Sonic Learning to provide software to trial program Fast ForWord for students with Dyslexia	Resources \$ 5 000

3.

Actions	Costs
Establish Numeracy Support Classes across lines to provide students with focused teaching	1 FTE \$ 85 000
In class support to provide focused teaching (upper, middle and lower) as required.	
Provide professional learning to teacher/s from Learning Centre & engage Sonic Learning to provide software to trial program Fast ForWord for students with Dyslexia	Resources \$ 5 000

4.

Actions	Costs
Engage IMPACT to deliver U2B Booster: Year 7 Writing Course to small group of year 7 students (12 weeks term 1)	Registration costs \$ 3 990
Engage IMPACT to deliver higher-order thinking and extension program for mid-high achieving students (Critical Thinking Yr 9 – 12 weeks term 1)	
Tutorials in Maths & English available junior & senior students weekly (ongoing)	
Numeracy coaches build teacher capacity to teach critical thinking within mathematical problem solving, modelling and reasoning through modelling, co-teaching, observation and feedback processes	
Provide professional learning to 6 staff members to engage with UQ's Aspiring Thinkers Program which will upskill teachers and leaders in how to: <ul style="list-style-type: none"> <li>- think and plan in the language of student cognition, to facilitate metacognition and provide a language of feedback</li> <li>- develop cognitive skills via a shift in focus from knowledge to inquiry</li> <li>- embed Critical and Creative Thinking across P-10 subjects and 21st century skills within re-developed senior syllabuses</li> <li>- create and implement a professional learning program that develops teaching for thinking skills within your school</li> <li>- measure changes in student outcomes and staff capability according to DET guidelines including attitudes, behaviour and achievement in school assessments</li> </ul>	Registration and TRS \$7 032 TRS \$4 000
Engage DP to support school wide teaching & learning	\$ 9 000

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HODs and teachers create units of work and lessons embedding ASoT and NPDL framework across all year 7 – 9 subjects	TRS	\$ 40 000
HODs and teachers to implement units of work through modelling, co-teaching, observation and feedback processes		
HODs and coaches to support teaching staff to implement whole school strategies through modelling, co-teaching, observation and feedback processes	Resources	\$ 1 994

5.

<b>Actions</b>	<b>Costs</b>
Engage Guidance Officer (with cognitive assessment training) and Teacher Aide to support the engagement and well-being of students through early intervention, proactive welfare referrals and identification of students at risk of disengagement	\$ 71 000
Social and emotional well-being program led by Head of Years	



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Sunshine Beach State High School



**Guy Villiers**  
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Sunshine Beach State High School

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