

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

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

Our initiatives include

Initiative	Evidence-base
<p>1. Use Literacy coaches & Literacy Collaborative Council (CC) to develop & implement whole school writing & reading strategies</p>	<ul style="list-style-type: none"> • Walpole, S & McKenna, M 2017, <i>How to Plan Differentiated Reading Instruction</i>, New York, The Guildford Press. • Cameron, S <i>The Writing Book</i> • Cameron, S <i>Teaching Reading Comprehension Strategies</i> • DuFour, R and DuFour, R 2012, <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria. • Fisher, D; Frey, N & Hattie, J 2016, <i>Visible Learning for Literacy: Implementing the Practices that work best to accelerate Student Learning</i>. Sage Publications, Los Angeles •
<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"> • Walpole, S & McKenna, M 2017, <i>How to Plan Differentiated Reading Instruction</i>, New York, The Guildford Press.
<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"> • Sullivan, P 2011, <i>Teaching Mathematics: Using research-informed strategies</i>, ACER Press, Camberwell, Vic.

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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"> - increase capability to trial thinking and reasoning strategies in the classroom - build teacher capability (across all learning areas) to plan units of work and teach corresponding lessons that embed ASoT & NPDL - develop teacher's competence in the demonstration and observation of Classroom Profiling (Green Zone) strategies 	<ul style="list-style-type: none"> • Hattie, J 2013, <i>Visible Learning for Teachers</i>. Routledge, London • Marzano, R; Pickering, D & Pollock, J 2001, <i>Classroom Instruction that Works</i>, ASCD, Alexandria. • Fullan, M., & 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. • New Pedagogies for Deep Learning (NPDL). (2015) • 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.
<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"> • Student learning and well-being framework (Department of Education) • Kutash, K., Duchnowski, A., & 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. • Bradshaw, C., Koth, C., Thornton, L., & 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. • Bradshaw, C. P., Mitchell, M. M., & 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.

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"> - think and plan in the language of student cognition, to facilitate metacognition and provide a language of feedback - develop cognitive skills via a shift in focus from knowledge to inquiry - embed Critical and Creative Thinking across P-10 subjects and 21st century skills within re-developed senior syllabuses - create and implement a professional learning program that develops teaching for thinking skills within your school - measure changes in student outcomes and staff capability according to DET guidelines including attitudes, behaviour and achievement in school assessments 	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.

Actions	Costs
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	



Paul Fitzgerald
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Sunshine Beach State High School



Guy Villiers
School Council Chair
Sunshine Beach State High School

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