

Investing for Success

Under this agreement for 2019
Sunshine Beach State High School will receive

\$407,701*

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 1, 2018 – Sem 1, 2019) ○ 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 1 2018 to Sem 1 2019. ○ 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 1 2018 to Sem 1 2019 ○ English A – E, Sem 1 2018 to Sem 2 2019 as per Individual Curriculum Plan ○ Norm referenced Lexile data ○ Reading links (students significantly below level) Feb 2019 to Nov 2019 ○ Probe 2 levels Feb 2019 to Nov 2019 • 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 1, 2018 – Sem 1, 2019) ○ 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



<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"> ○ Upper 2 bands % target <table border="1" data-bbox="576 259 1043 427"> <thead> <tr> <th></th> <th>Year 7</th> <th>Year 9</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>20</td> <td>15</td> </tr> <tr> <td>Spelling</td> <td>33</td> <td>25</td> </tr> <tr> <td>G&P</td> <td>33</td> <td>35</td> </tr> <tr> <td>Numeracy</td> <td>33</td> <td>30</td> </tr> </tbody> </table> ○ % A Maths, Science, English yr7, 8 & 9 (Sem 1, 2018 – Sem 1, 2019) ○ NAPLAN U2B relative gain data (yr 5-7 & yr 7-9) ○ IMPACT students pre & post test data; report card & NAPLAN data • 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, NPD units with inquiry based learning activities) – SOS data ○ Records from coaching, observation and feedback activities establish change in teacher practice ○ Interim report card data 		Year 7	Year 9	Writing	20	15	Spelling	33	25	G&P	33	35	Numeracy	33	30
	Year 7	Year 9														
Writing	20	15														
Spelling	33	25														
G&P	33	35														
Numeracy	33	30														
<p>5. Promote high quality and fully inclusive teaching and learning</p>	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ Numbers of students integrated into mainstream (year comparison) ○ Number of staff involved in professional development (inclusive education) • Comparison: <ul style="list-style-type: none"> ○ Timetable data ○ Professional development data • Monitoring: <ul style="list-style-type: none"> ○ Teacher feedback on quality of support provided ○ Records from coaching, observation and feedback activities establish change in teacher practice 															
<p>6. 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 2018 to end Sem 2, 2019 ○ % SDA 2018 to end Sem 2, 2019 • 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>



	<ul style="list-style-type: none"> • 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
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	<ul style="list-style-type: none"> • Walpole, S & McKenna, M 2017, <i>How to Plan Differentiated Reading Instruction</i>, New York, The Guildford Press.
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	<ul style="list-style-type: none"> • Sullivan, P 2011, <i>Teaching Mathematics: Using research-informed strategies</i>, ACER Press, Camberwell, Vic.
4. Provide intensive support for students demonstrating high levels of achievement Provide professional development for teachers and school leaders to: - 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.
5. Provide support & professional development to assist teachers and faculties to understand diversity, plan and conduct effective practice.	<ul style="list-style-type: none"> • Department of Education <i>Inclusive Education Policy Booklet</i> (2018) • Department of Education <i>Inclusive Education Policy Statement</i> (2018) • Department of Education <i>Student Learning and Well-being Framework</i> (2018)
6. Provide more support to GO and Student Services T/A to enable pathways for students who have been referred	<ul style="list-style-type: none"> • Department of Education <i>Student Learning and Well-being Framework</i> (2018) • 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. 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	SALARIES 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	SALARIES Data technician \$ 26 000

2.

Actions	Costs
Use Lexile as the school's primary reading comprehension diagnostic tool to provide baseline data to all students in middle school	Purchased 2018
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	SALARIES \$ 48 000
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. In class support to provide focused teaching (upper, middle and lower) as required.	SALARIES \$ 85 000 (1 FTE)
Data Technician to process diagnostic testing (maths / science). Used throughout junior school in all maths curriculum classes to inform teaching & learning in every classroom	SALARIES \$ 40 000

4.

Actions	Costs
Engage IMPACT to deliver U2B Booster: Year 7 Writing Course to small group of year 7 students (12 weeks term 1)	Purchased 2018
Engage IMPACT to deliver higher-order thinking and extension program for mid-high achieving students (Critical Thinking Yr 9 – 12 weeks term 1)	Purchased 2018
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	STAFFING \$45 000



Engage DP to support school wide teaching & learning	SALARIES \$ 9 000
HODs and teachers create units of work and lessons embedding ASoT and NPDL framework across all year 7 – 9 subjects	PD \$ 27 701
HODs and teachers to implement units of work through modelling, co-teaching, observation and feedback processes	RESOURCES \$4 000
HODs and coaches to support teaching staff to implement whole school strategies through modelling, co-teaching, observation and feedback processes	

5.

Actions	Costs
Develop clear expectations and shared protocol for the practice of differentiation and the evaluation and review of the impact of the various differentiation strategies on student learning	SALARIES \$ 10 000
Employ diversity coach to assist teachers and faculties to understand diversity, plan and conduct effective practice.	

6.

Actions	Costs
Engage Teacher Aide to support the engagement and well-being of students, provide logistical support in managing the implementation of well-being programs and develop trusted, nurturing relationships developed with female students who struggle with communication around mental health concerns	SALARIES \$23 000
Social and emotional well-being program led by Head of Years	



Leanne Jensen-Steele
Principal
Sunshine Beach State High School



Guy Villiers
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