

# Investing for Success

Under this agreement for 2018

Urangan State High School will receive

**\$993,000\***

## This funding will be used to

- Improve literacy and numeracy outcomes for students, particularly reading and writing
- Enhance quality teaching to achieve student outcomes improvement in literacy, numeracy and attendance

Ensure agreed Literacy and Numeracy pedagogies are embedded school wide	
Actions	Targets
<ul style="list-style-type: none"> <li>• Identify and use short data cycles to monitor progress of students in elements of literacy and numeracy.</li> <li>• Distribute whole school approach to Literacy Pedagogy to all staff utilizing Pearson's Gradual Release Model.</li> <li>• The improvement of writing through the researched based practices of:               <ul style="list-style-type: none"> <li>• <b>7 steps to writing</b> in the English Faculty;</li> <li>• Use of <b>TEEL</b> paragraph structure across the whole school.</li> </ul> </li> <li>• A range of faculties complete writing on demand pieces that provide students with feedback on their writing skills.</li> <li>• Every unit delivered at USHS has a vocabulary list that includes, but is NOT limited to subject specific words that are explicitly taught.</li> <li>• Collaboration between HOD English and HOD Learning Improvement to ensure a consistent schoolwide approach to reading and writing.</li> </ul>	<p><b>NAPLAN</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Year 9 MSS 570, NMS% 90, Relative Gain 35, U2B% 20</li> <li>• Year 7 MSS 530, NMS%90, Relative Gain , U2B% 22</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Year 9 MSS 530, NMS% 75, Relative Gain 40, U2B% 12</li> <li>• Year 7 MSS 500, NMS% 85, Relative Gain , U2B% 10</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>• A-15%</li> <li>• &gt;C- 85%</li> </ul> <p><b>Pedagogy</b></p> <ul style="list-style-type: none"> <li>• 100% Teachers demonstrate QAR and DRT A strategies in a coaching cycle</li> </ul>
Further develop levels of staff knowledge and engagement with the ASoT pedagogical framework and ensure there is differentiated professional development and modelling of best practice for teachers.	
Actions	Targets
<ul style="list-style-type: none"> <li>• Provide Growth Coaching training to all curriculum leaders to support them to develop teacher pedagogical expertise</li> <li>• Develop processes to explicitly link the analysis and discussion of data, teaching analysis and feedback, (profiling and ASoT), to improve differentiation in teaching and learning</li> <li>• Implement a professional development strategy to broaden teacher's repertoire of differentiation strategies, including for SWD- QCE, QCIA, pathways</li> <li>• Consultation and feedback structures are in place and occur in a timely through the use of iobservations, and profiling feedback, differentiated coaching and learning through communities to improve teaching practices</li> <li>• Provide professional development to staff in data literacy to enhance their skills in using relevant information to assist in planning for differentiation of teaching and learning</li> </ul>	<p><b>Coaching</b></p> <p>100% Leadership with Growth Coaching accreditation</p> <p>100% teaching staff receive feedback each month</p> <p>Consultation with LCC and stakeholders is embedded in school calendar</p> <p>100% teaching staff receive iobservations and feedback</p> <p><b>Data Literacy</b></p> <p>100% of teachers are provided with training in data literacy</p> <p><b>Differentiation</b></p> <p>100% of classroom staff are provided with training in I CPs, ISPs, including strategies for differentiation for SWD and G&amp; T.</p>

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



**Queensland  
Government**

## Our initiatives include

Initiative	Evidence Base
<p><b>Literacy and Numeracy Improvement</b></p> <ul style="list-style-type: none"> <li>Identify and use short data cycles to monitor progress of students in elements of literacy and numeracy.</li> <li>Distribute whole school approach to Literacy Pedagogy to all staff utilizing Pearson's Gradual Release Model</li> <li>The improvement of writing through the researched based practices of: <ul style="list-style-type: none"> <li>7 steps to writing in the English Faculty</li> <li>Use of TEEL paragraph structure across the whole school Instruction of Reading Comprehension.</li> </ul> </li> <li>A range of faculties complete writing on demand pieces that provide students with feedback on their writing skills</li> <li>Every unit delivered at USHS has a vocabulary list that includes, but is NOT limited to subject specific words that are explicitly taught</li> <li>Collaboration between HOD English and HOD Learning Improvement to ensure a consistent schoolwide approach to reading and writing.</li> </ul>	<p>Fisher, D., Frey, N., &amp; Hattie, J. (2016). Visible Learning for Literacy. Thousand Oaks, California: SAGE Publications.</p> <p>Heacox, D. (2009). Making Differentiation a Habit. Minneapolis, MN: Free Spirit Publishing.</p> <p>Seven Steps Writing. (2018). Seven steps to writing success. Retrieved from <a href="https://www.sevenstepswriting.com/ssw/ssw.html">https://www.sevenstepswriting.com/ssw/ssw.html</a></p> <p>Pearson, P.O., &amp; Gallagher, M. (1983). The Instruction of Reading Comprehension. Contemporary Educational Psychology, 8(3), 317-144. <a href="https://doi.org/10.1016/0361-476X(83)90019-X">https://doi.org/10.1016/0361-476X(83)90019-X</a></p>

Initiative	Evidence Base
<p><b>Pedagogical practice Improvement</b></p> <ul style="list-style-type: none"> <li>Provide Growth Coaching training to all curriculum leaders to support them to develop teacher pedagogical expertise</li> <li>Develop processes to explicitly link the analysis and discussion of data, teaching analysis and feedback, (profiling and ASoT), to improve differentiation in teaching and learning</li> <li>Implement a professional development strategy to broaden teacher's repertoire of differentiation strategies, including for SWD- QCE, QCIA, pathways</li> <li>Consultation and feedback structures are in place and occur in a timely through the use of iobservations and profiling feedback, differentiated coaching and learning through communities to improve teaching practices</li> <li>Provide professional development to staff in data literacy to enhance their skills in using relevant information to assist in planning for differentiation of teaching and learning</li> </ul>	<p>Marzano, R. (2007). The Art and Science of Teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Marzano, R., Warrick, P., &amp; Simms, J. (2014). A handbook for high reliability schools: The next step in school reform. United States: Marzano Research Laboratory</p> <p>Fullan, M. (2010). All Systems Go: The change imperative for whole school reform. Thousand Oaks, California: Corwin.</p> <p>Fullan, M., &amp; Langworthy, M. (2013). Towards a new end: New pedagogies for deep learning. Seattle, Washington: Collaborative Impact.</p> <p>Growth Coaching International. (2018). Growth Coaching. Retrieved from <a href="http://www.growthcoaching.com.au/">http://www.growthcoaching.com.au/</a></p> <p>Hargreaves, A., &amp; O'Connor, M.T. (2018). Collaborative professionalism: When teaching together means learning for all. USA: Corwin.</p>

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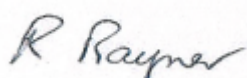
	<p>Sharrat, L., &amp; Fullan, M, (2012). Putting faces on the data: What great leaders do. California, USA: Corwin.</p> <p>Starr, J. (2011 ). The coaching manual: The process, principles and skills of personal coaching. (3 ed.). Harlow, England: Prentice Hall Business</p> <p>Stebbins, P., &amp; Kerr, A. (2015). iTeams: Why high performing teams fit in and stand out. (2 ed.). Underwood, Qld: InHouse Publishing.</p> <p>Whitmore, J. (2009). Coaching for Performance: Growing human potential and purpose. (4 ed.). London: Nicholas Brealey Publishing</p>
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## Our school will improve student outcomes by

Expected costs of human and physical resources.

2018 expected allocation:	\$993,108
Continuing programs	\$ 29,010
<b>TOTAL AVAILABLE</b>	<b>\$1,022,118</b>

Actions	Costs
Provide support structures through HOD Learning Improvement and Expert Teaching Team	\$169,418
Staffing support for focused literacy intervention	\$52,209
Staffing support for English and Maths intervention	\$104,418
Teacher aide support for literacy, numeracy and engagement	\$189,977
Provision HOD Quality Teaching to enhance Pedagogical practice	\$76,666
Year Level Managers for engagement strategies	\$348,060
Growth Coaching professional development	\$15,000
Professional development in literacy, numeracy and coaching- ICP	\$2,000
Resources	\$15,000
IMPACT program support for students to achieve Upper 2 Band results in literacy and numeracy	\$40,000
Student engagement project	\$9,370
<b>TOTAL</b>	<b>\$1,022,118</b>



**Robin Rayner**  
Executive Principal  
Urangan SHS



**Ken Diehm**  
School Council Chair  
Urangan SHS

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