

Investing for Success

Under this agreement for 2019
Urangan State High School will receive

\$1,003,173*

This funding will be used to

Initiative: Implement a whole school literacy approach (Reading)	
<p>Actions</p> <ul style="list-style-type: none"> Students in year 7, 8, 9 reading below (12months) level will be identified for support by the LI team. Intensive support provided in English/Maths/Humanities for year 7, 8 & 9 for the whole year. Focussed literacy intervention provided for students in year 7 & 8 for the whole year. <ul style="list-style-type: none"> -FLI classes -Reading Link3 Implementation of Whole school Literacy framework with specific focus on; <ul style="list-style-type: none"> -Establishment of high expectations around reading -Shared approaches to teaching reading -Planning for Reading in all curriculum areas Implementation of the pedagogical approach of reading through coaching; <ul style="list-style-type: none"> - 4 resource model - Gradual release model Professional development of reading training for all permanent faculty staff members; <ul style="list-style-type: none"> - Reading procedures - Aspects of reading Implementation of whole school reading strategies including; <ul style="list-style-type: none"> -DRTA -QAR -Active comprehension -THIEVES -Before and After reading strategies Collaboration and coordination between HOD LI & ETT and all other HOD's. Engage students in Impact –Just Write program for students to to create and expand ideas to draw in an audience into a piece of writing Engage students in the Impact – Critical Thinking program to assist students to evaluate and construct logical arguments 	<p>Targets</p> <p>Probe Data All students with Focussed Literacy Intervention program show reading improvement of at least 12months</p> <p>NAPLAN Reading</p> <ul style="list-style-type: none"> Year 9 MSS 560, NMS% 90, U2B% 17 Year 7 MSS 525, NMS%90, U2B% 22 <p>English</p> <ul style="list-style-type: none"> A or B -30% >C – 80% <p>Pedagogy</p> <ul style="list-style-type: none"> 100% permanent teachers have used a pedagogical approach to reading (whole school) 100% permanent teachers utilise whole school reading strategies in class <p>Impact</p> <ul style="list-style-type: none"> A total of 96 students will be enrolled in Impact programs throughout the year

Initiative: Ensure agreed Numeracy pedagogies are embedded throughout the Mathematics Faculty	
<p>Actions</p> <ul style="list-style-type: none"> Expert Teacher – Gifted and Talented, Numeracy will deliver PD to the mathematics faculty on the 15 problem solving strategies The Expert teacher – Gifted and Talented, Numeracy will work within mathematics classes to assist teachers deliver and embed the agreed 15 problem solving strategies 	<p>Targets</p> <p>Pedagogy</p> <ul style="list-style-type: none"> 100% of the mathematics teachers receive PD around the 15 agreed problem solving approaches An Expert Teacher will collaborate with a range of Mathematics teachers to deliver the problem solving strategies in their classes.

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**Queensland
Government**

<ul style="list-style-type: none"> • The Expert Teacher – Gifted and Talented, Numeracy will work with groups of students to improve their problem solving skills • Engage students in the Impact – Critical Thinking program to assist students to evaluate and construct logical arguments • Engage students in the Impact – Code Breaker to develop problem-solving and thinking skills through the context of technologies • Engage students in the Impact – Philosophical thinking to enhance their ability to question the assumptions that underpin our understandings of ourselves and the world around us. 	<p>Mathematics Results</p> <ul style="list-style-type: none"> • A or B 30% Junior School Students <p>NAPLAN Numeracy</p> <ul style="list-style-type: none"> • Year 9 MSS 585, U2B% 20 • Year 7 MSS 540, U2B% 30
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Initiative: 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"> • 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 • Implement a professional development strategy to broaden teachers' repertoire of engagement strategies, differentiation strategies, essential skills of classroom management and formative feedback strategies • Consultation and feedback structures are in place and occur in a timely manner through the use of iobservations, and profiling feedback, differentiated coaching and learning through communities to improve teaching practices • 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 	<p>Coaching</p> <ul style="list-style-type: none"> • 100% teaching staff receive feedback each month • 100% teaching staff receive iobservations and feedback <p>Data Literacy 100% of teachers are provided with training in data literacy</p> <p>Differentiation 100% of classroom staff are provided with training in ICPs, ISPs, including strategies for differentiation for SWD and G&T.</p>

Initiative: Support at risk students to re-engage appropriately with their education to ensure a better tomorrow	
Actions	Targets
<ul style="list-style-type: none"> • Enhance the transition of Year 7 students into high school • Provide additional behaviour and wellbeing support for students through the Year Level Managers' Team. • Monitor and support students whose attendance needs to improve with the assistance of the Engagement Administration Officer • Provide additional employability skills to students who are experiencing limited success in their senior years. (External RTO's and training partnerships) 	<ul style="list-style-type: none"> • >90% attendance rate • <20% of students attendance is <85% • 10% reduction in the number of behaviour incidences throughout the year • 98% QCE/QCIA attainment

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Our initiatives include

Initiative	Evidence Base
<p>Ensure agreed Reading pedagogies are embedded school wide.</p> <ul style="list-style-type: none"> • Identify and use short data cycles to monitor progress of students in reading age • Provide intensive support and interventions to students who are significantly below the reading age of their peers. • Distribute whole school approach to Literacy Pedagogy to all staff utilizing Pearson's Gradual Release Model • All staff share and establish high expectations for reading • All staff use a shared approach to reading that where reading is embedded within the junior curriculum, teachers will: <ul style="list-style-type: none"> ○ Consider the pedagogy of the instruction of the reading ○ Utilize some of the whole school before during and after reading strategies <ul style="list-style-type: none"> ○ DRTA ○ Active Comprehension Strategies ○ Thieves ○ QAR ○ Reading Links • Planning for reading in all curriculum areas will occur. This will be a result of collaboration between HOD Learning Improvement and all HODs. 	<p>Fisher, D., Frey, N., & Hattie, J. (2016). <i>Visible Learning for Literacy</i>. Thousand Oaks, California: SAGE Publications.</p> <p>Pearson, P.D., & Gallagher, M. (1983). The Instruction of Reading Comprehension. <i>Contemporary Educational Psychology</i>, 8(3), 317-144. https://doi.org/10.1016/0361-476X(83)90019-X</p> <p>The P-10 Literacy Continuum Overview (Online). https://learningplace.eq.edu.au/cx/resources/file/1424052a-7684-4a39-97de-98e8ca7740ce/1/docs/overview.pdf [accessed 11 June, 2018].</p> <p>ACARA 2013, General Capabilities in the Australian Curriculum (online). http://www.australiancurriculum.edu.au/generalcapabilities/literacy/introduction/introduction [accessed 11 June, 2018].</p> <p>Christensen, Carol A. (2005) <i>Reading Links – Teacher Manual</i>. Sandgate, Knowledge Books and Software</p> <p>Luke, A & Freebody, P. (1999) <i>Further notes on the Four Resources Model</i>. Retrieved May 29, 2018 from http://www.alea.edu.au/freebody.htm</p> <p>Fisher, Douglas. (2015). <i>Effective Use of the Gradual Release of Responsibility Model</i>. Macmillan/McGraw-Hill. Retrieved February, 19, 2019 from https://www.researchgate.net/profile</p> <p>Raphael, Taffe, E. (1986) <i>The Reading Teacher</i>. Vol. 39, No. 6 (Feb., 1986), pp. 516-522. Published by: International Literacy Association and Wiley. Retrieved May 21, 2018 from https://www.jstor.org/stable/20199149</p> <p>Luke, A. (2014). <i>On explicit teaching and direct instruction</i>. ALEA 'Hot Topic'. Australian Literacy Educators' Association. Retrieved June 1, 2018 from https://www.alea.edu.au/documents/item/861</p>

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<p>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.</p> <ul style="list-style-type: none"> • 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 • Implement a professional development strategy to broaden teachers' repertoire of engagement strategies, differentiation strategies, essential skills of classroom management and formative feedback strategies • Consultation and feedback structures are in place and occur in a timely manner through the use of observations, and profiling feedback, differentiated coaching and learning through communities to improve teaching practices • 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 	<p>Marzano, R. (2007). <i>The Art and Science of Teaching: A comprehensive framework for effective instruction</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Marzano, R., Warrick, P., & Simms, J. (2014). <i>A handbook for high reliability schools: The next step in school reform</i>. United States: Marzano Research Laboratory</p> <p>Fullan, M. (2010). <i>All Systems Go: The change imperative for whole school reform</i>. Thousand Oaks, California: Corwin.</p> <p>Fullan, M., & Langworthy, M. (2013). <i>Towards a new end: New pedagogies for deep learning</i>. Seattle, Washington: Collaborative Impact.</p> <p>Growth Coaching International. (2018). Growth Coaching. Retrieved from http://www.growthcoaching.com.au/</p> <p>Hargreaves, A., & O'Connor, M.T. (2018). <i>Collaborative professionalism: When teaching together means learning for all</i>. USA: Corwin.</p> <p>Sharrat, L., & Fullan, M. (2012). <i>Putting faces on the data: What great leaders do</i>. California, USA: Corwin.</p> <p>Starr, J. (2011). <i>The coaching manual: The process, principles and skills of personal coaching</i>. (3 ed.). Harlow, England: Prentice Hall Business</p> <p>Stebbins, P., & Kerr, A. (2015). <i>iTeams: Why high performing teams fit in and stand out</i>. (2 ed.). Underwood, Qld: InHouse Publishing.</p> <p>Whitmore, J. (2009). <i>Coaching for Performance: Growing human potential and purpose</i>. (4 ed.). London: Nicholas Brealey Publishing</p>

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<p>Support at risk students to re-engage appropriately with their education to ensure a better tomorrow</p> <ul style="list-style-type: none"> • Enhance the transition of Year 7 students into high school • Provide additional behaviour and wellbeing support for students through the Year Level Managers' Team. • Monitor and support students whose attendance needs to improve with the assistance of the Engagement Administration Officer • Provide additional employability skills to students who are experiencing limited success in their senior years. (SDS) 	<p>Queensland PBL Conference</p> <p>Safe, supportive and disciplined school environment, Retrieved on 5 November, 2018 from http://behaviour.education.qld.gov.au/Pages/default.aspx</p> <p>Every Student Succeeding – State School Strategic Plan Retrieved 5 November, 2018, from https://intranet.qed.qld.gov.au/EducationDelivery/Stateschooling/Pages/default.aspx</p>

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Our school will improve student outcomes by

Expected costs of human and physical resources.

2019 expected allocation:	\$ 1,003,173
Additional Funding Available	\$ 59,980
TOTAL AVAILABLE	\$ 1,063,153

Actions	Cost
Provide support structures through Expert Teaching Team	120400
Staffing support for focused literacy intervention	86000
Staffing support for English and Mathematics intervention	137600
Teacher aide support for literacy, numeracy and engagement	203205
Provision of HOD Quality Teaching to enhance Pedagogical practice	89111
Support students through the Year Level Managers for engagement	344000
Resources to support the improvement of teaching pedagogy	1000
Resources to support the improvement on literacy and numeracy	20000
Programs to extend Gifted and Talented Students	35000
Programs to support the successful futures of at risk students	26837
Total	\$1,063,153

Signature	Signature	Signature
		
ROBIN RAYNER EXECUTIVE PRINCIPAL	KEN DIEHM SCHOOL COUNCIL CHAIR	LISA COOPER P & C PRESIDENT
22/02/2019	22/02/2019	22/02/2019

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