

# Investing for Success

Under this agreement for 2020  
Urangan State High School will receive

**\$1 000 512\***

This funding will be used to

Initiative: Implement a whole school literacy approach (Reading)	
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Students in year 7, 8, 9 reading 12months below their chronological age will be identified for support by the LI team.</li> <li>Intensive support provided in English/Maths/Humanities for year 7, 8 &amp;9 .</li> <li>Focussed literacy intervention provided for students in year 7 &amp; 8 for the whole year.               <ul style="list-style-type: none"> <li>-FLI classes</li> <li>-Reading Link3</li> </ul> </li> <li>Implementation of Whole school Literacy framework with specific focus on;               <ul style="list-style-type: none"> <li>-Establishment of high expectations around reading</li> <li>-Shared approaches to teaching reading</li> <li>-Planning for Reading in all curriculum areas</li> </ul> </li> <li>Implementation of whole school reading strategies focussing on Active comprehension</li> <li>Collaboration and coordination between HOD LI &amp; ETT and all other HOD's to embed reading strategies</li> <li>Engage students in Impact –Just Write program for students to create and expand ideas to draw in an audience into a piece of writing</li> <li>Engage students in the Impact – Critical Thinking program to assist students to evaluate and construct logical arguments</li> </ul>	<p><b>Targets</b></p> <p><b>Probe Data</b> All students with Focussed Literacy Intervention program show reading improvement of at least 12months</p> <p><b>NAPLAN</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Year 9 MSS 560, NMS% 90, U2B% 17</li> <li>Year 7 MSS 525, NMS%90, U2B% 22</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>A or B -30%</li> <li>&gt;C – 80%</li> </ul> <p><b>Pedagogy</b></p> <ul style="list-style-type: none"> <li>100% permanent teachers have used a pedagogical approach to reading (whole school)</li> <li>100% permanent teachers utilise whole school reading strategies in class</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>A total of 98 students will be enrolled in Impact programs throughout the year</li> </ul>



**Initiative: Ensure agreed Numeracy pedagogies are embedded throughout the Mathematics Faculty**

Actions	Targets
<ul style="list-style-type: none"> <li>Expert Teacher –Numeracy will deliver PD to the mathematics faculty on the 15 problem solving strategies</li> <li>The Expert teacher –Numeracy will work within mathematics classes to assist teachers deliver and embed the agreed 15 problem solving strategies</li> <li>The Expert Teacher – Numeracy will work with groups of students to improve their problem solving skills</li> <li>The Expert Teacher – G&amp;T will engage students in the Impact – Critical Thinking program to assist students to evaluate and construct logical arguments</li> <li>The Expert Teacher- G&amp;T will engage students in the Impact – Code Breaker to develop problem-solving and thinking skills through the context of technologies</li> <li>The Expert Teacher – G&amp;T will 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.</li> </ul>	<p><b>Pedagogy</b></p> <ul style="list-style-type: none"> <li>100% of the mathematics teachers receive PD around the 15 agreed problem solving approaches</li> <li>An Expert Teacher will collaborate with a range of Mathematics teachers to deliver the problem solving strategies in their classes.</li> </ul> <p><b>Mathematics Results</b></p> <ul style="list-style-type: none"> <li>A or B 30% Junior School Students</li> </ul> <p><b>NAPLAN Numeracy</b></p> <ul style="list-style-type: none"> <li>Year 9 MSS 585, U2B% 20</li> <li>Year 7 MSS 540, U2B% 30</li> </ul>

**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"> <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 teachers' repertoire of engagement strategies, differentiation strategies, essential skills of classroom management and formative feedback strategies</li> <li>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</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> <ul style="list-style-type: none"> <li>100% teaching staff receive feedback each month</li> <li>100% teaching staff receive iobservations and feedback</li> </ul> <p><b>Data Literacy</b> 100% of teachers are provided with training in data literacy</p> <p><b>Differentiation</b> 100% of classroom staff are provided with training in ICPs, ISPs, including strategies for differentiation for SWD and G&amp;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"> <li>Enhance the transition of Year 7 students into high school</li> <li>Provide additional behaviour and wellbeing support for students through the Year Level Managers' Team.</li> <li>Monitor and support students whose attendance needs to improve with the assistance of the Engagement Administration Officer</li> <li>Provide additional employability skills to students who are experiencing limited success in their senior years. (External RTO's and training partnerships)</li> </ul>	<ul style="list-style-type: none"> <li>&gt;90% attendance rate</li> <li>&lt;20% of students attendance is &lt;85%</li> <li>10% reduction in the number of behaviour incidences throughout the year</li> <li>99% QCE/QCIA attainment</li> </ul>



## Our initiatives include

Initiative	Evidence Base
<p><b>Ensure agreed Reading pedagogies are embedded school wide.</b></p> <ul style="list-style-type: none"> <li>• FLI classes - Identify and use short data cycles to monitor progress of students in reading age</li> <li>• Provide intensive support and interventions to students who are significantly below the reading age of their peers.</li> <li>• Distribute whole school approach to the Curriculum and Pedagogical Implementation Process ( CAPIP)</li> <li>• All staff use a shared approach to reading through the CAPIP               <ul style="list-style-type: none"> <li>○ Considering the pedagogy of the instruction of the reading</li> <li>○ Utilize some of the whole school reading strategies                   <ul style="list-style-type: none"> <li>○ Active Comprehension Strategies</li> </ul> </li> </ul> </li> <li>• Planning for reading in all curriculum areas will occur. This will be a result of collaboration between the Executive, HOD Learning Improvement and all HODs.</li> </ul>	<p>Fisher, D., Frey, N., &amp; Hattie, J. (2016). <i>Visible Learning for Literacy</i>. Thousand Oaks, California: SAGE Publications.</p> <p>Pearson, P.D., &amp; Gallagher, M. (1983). The Instruction of Reading Comprehension. <i>Contemporary Educational Psychology</i>, 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> <p><b>The P-10 Literacy Continuum Overview (Online).</b>  <a href="https://learningplace.eq.edu.au/cx/resources/file/1424052a-7684-4a39-97de-98e8ca7740ce/1/docs/overview.pdf">https://learningplace.eq.edu.au/cx/resources/file/1424052a-7684-4a39-97de-98e8ca7740ce/1/docs/overview.pdf</a>          [accessed 11 June, 2018].</p> <p>ACARA 2013, General Capabilities in the Australian Curriculum (online).  <a href="http://www.australiancurriculum.edu.au/generalcapabilities/literacy/introduction/introduction">http://www.australiancurriculum.edu.au/generalcapabilities/literacy/introduction/introduction</a> [accessed 11 June, 2018].</p> <p>Christensen, Carol A. (2005) <i>Reading Links – Teacher Manual</i>. Sandgate, Knowledge Books and Software</p> <p>Fisher, Douglas. (2015). <i>Effective Use of the Gradual Release of Responsibility Model</i>. Macmillan/McGraw-Hill. Retrieved February, 19, 2019 from <a href="https://www.researchgate.net/profile">https://www.researchgate.net/profile</a></p>



Initiative	Evidence Base
<p><b>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.</b></p> <ul style="list-style-type: none"> <li>Engage with the Clarity Project – North Coast Region to 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 teachers' repertoire of engagement strategies, differentiation strategies, essential skills of classroom management and formative feedback strategies</li> <li>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</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). <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., &amp; Simms, J. (2014). <i>A handbook for high reliability schools: The next step in school reform</i>. United States: Marzano Research Laboratory</p> <p>Sharrat, L., &amp; Fullan, M. (2012). <i>Putting faces on the data: What great leaders do</i>. California, USA: Corwin.</p> <p>Sharratt, L (2019) <i>CLARITY – What Matters MOST in Learning, Teaching and Leading</i></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>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., &amp; 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>

Initiative	Evidence Base
<p><b>Ensure agreed Numeracy pedagogies are embedded throughout the Mathematics Faculty</b></p> <ul style="list-style-type: none"> <li>Expert Teacher –Numeracy will deliver PD to the mathematics faculty on the 15 problem solving strategies</li> <li>The Expert teacher –Numeracy will work within mathematics classes to assist teachers deliver and embed the agreed 15 problem solving strategies</li> <li>The Expert Teacher – Numeracy will work with groups of students to improve their problem solving skills</li> <li>The Expert Teacher – G&amp;T will engage students in the Impact – Critical Thinking program to assist students to evaluate and construct logical arguments</li> <li>The Expert Teacher- G&amp;T will engage students in the Impact – Code Breaker to develop problem-solving and thinking skills through the context of technologies</li> <li>The Expert Teacher – G&amp;T will 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.</li> </ul>	<p>Fisher, Douglas. (2015). <b>Effective Use of the Gradual Release of Responsibility Model</b>. Macmillan/McGraw-Hill. Retrieved February, 19, 2019 from <a href="https://www.researchgate.net/profile">https://www.researchgate.net/profile</a></p> <p>Polya, G. <b>Polya's Four-Step Problem Solving Process</b>. Retrieved February 19, 2019 from <a href="https://math.berkeley.edu/~gmelvin/polya">https://math.berkeley.edu/~gmelvin/polya</a></p>



Initiative	Evidence Base
<p><b>Support at risk students to re-engage appropriately with their education to ensure a better tomorrow</b></p> <ul style="list-style-type: none"> <li>Engage a Success Coach to intensively Case Manage At Risk year 7,8 and 9 students.</li> <li>Provide additional behaviour and wellbeing support for students through the Year Level Managers' Team.</li> <li>Monitor and support students whose attendance needs to improve with the assistance of the Engagement Administration Officer</li> </ul>	<p>Queensland PBL Conference</p> <p>Safe, supportive and disciplined school environment, Retrieved on 5 November, 2018 from <a href="http://behaviour.education.qld.gov.au/Pages/default.aspx">http://behaviour.education.qld.gov.au/Pages/default.aspx</a></p> <p>Every Student Succeeding – State School Stratetgic Plan Retrieved 5 November, 2018, from <a href="https://intranet.qed.qld.gov.au/EducationDelivery/Stateschooling/Pages/default.aspx">https://intranet.qed.qld.gov.au/EducationDelivery/Stateschooling/Pages/default.aspx</a></p>

## Our school will improve student outcomes by

Expenditure on human and physical resources.

Expected allocation for 2020	\$1 000 512
Additional funding from carryover 2019 I4S	\$95 714
<b>TOTAL AVAILABLE</b>	<b>\$ 1 096 226</b>

Actions	Costs
Provide support structures through HOD Learning Improvement and Expert Teaching Team	\$154 154
Staffing support for focused literacy intervention ( FLI classes)	\$ 86 000
Staffing support for English and Mathematics intervention ( I4S classes)	\$ 122 336
Teacher aide support for literacy, numeracy and engagement	\$256 000
Provision of HOD Quality Teaching to enhance Pedagogical practice	\$89 000
Support students through the Year Level Managers for engagement	\$328 736
Resources to support the improvement of teaching pedagogy	\$5000
Resources to support the improvement on literacy and numeracy	\$5000
Programs to extend Gifted and Talented Students ( IMPACT Class)	\$35 000
Programs to support the successful futures of at risk students ( eg U Can)	\$10 000
Provision of support for QCE attainment	\$5 000
<b>Total</b>	<b>\$ 1 096 226</b>





**Glen Robinson**  
Principal  
School name



**Ken Diehm**  
School council chair  
School name



**Queensland  
Government**

\*Funding amount estimated on 2019 data. Actual funding will be determined after 2020 enrolment data are finalised. Actual expenditure may vary due to changes in finalised 2020 enrolment data and student learning needs.