

# Investing for Success

Under this agreement for 2022

Urangan State High School will receive

**\$1,057,692\***

## This funding will be used to:

- Implement a whole school *Curriculum and Pedagogical Implementation Process* (CAPIP) that embeds reading in the teaching process.
- Further develop levels of staff knowledge and engagement with the CAPIP framework and ensure there is differentiated professional development and modelling of best practice for teachers.
- Support at risk students to engage appropriately with their education to ensure better outcomes (attendance, behaviour, academic achievement, QCE/QCIA) *Queensland Certificate of Education/ Queensland Certificate Individual Attainment*.

## Our initiatives include:

Initiative	Evidence Base
<p><b>Through Curriculum Clarity, Reading and other student outcomes will improve. (CAPIP)</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>• Distribute whole school approach to the Curriculum and Pedagogical Implementation Process (CAPIP)</li> <li>• All staff use a shared approach to implementing the Australian Curriculum across all learning areas</li> </ul>	<p><b>The P-10 Literacy Continuum Overview</b> (Online).  <a href="https://learningplace.eq.edu.au/cx/re-sources/file/1424052a-7684-4a39-97de-98e8ca7740ce/1/docs/overview.pdf">https://learningplace.eq.edu.au/cx/re-sources/file/1424052a-7684-4a39-97de-98e8ca7740ce/1/docs/overview.pdf</a>            [accessed 11 June, 2018].</p> <p>ACARA 2018, 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><b>Further develop levels of staff knowledge and engagement with the Clarity framework within the 14 parameters and ensure there is differentiated professional development and modelling of best practice for teachers.</b></p> <ul style="list-style-type: none"> <li>• Continued engagement with the Leading the Learning to develop Clarity in the processes to explicitly link the analysis and discussion of data, teaching analysis and feedback, (profiling) improve differentiation in teaching and learning as well as student case management</li> <li>• Implement a professional development strategy to broaden teachers' repertoire of engagement strategies, differentiation strategies aligned with the CAPIP units being taught.</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 case management and enable evidence-</li> </ul>	<p>Sharratt, L (2019) <i>CLARITY – What Matters MOST in Learning, Teaching and Leading</i></p> <p>Sharratt, L (2012) <i>Putting Faces on the Data</i>. SAGE Publications Inc</p>



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based differentiated teaching practices informed by Compass and TrackEd	
<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>Intensively case manage at risk year 7,8 and 9 students.</li> <li>Provide additional wellbeing support for students through the Year Level Managers' Team i.e. iYarn.</li> <li>Monitor and support students whose attendance needs to improve with the assistance of the Engagement Administration Officer.</li> <li>Develop an alternative education program for " at risk students" that is based on the Berry St model</li> <li>21st Century skills development for year 7 – 1:1 technology program</li> </ul>	<p>Safe, supportive and disciplined school environment.  <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 Strategic Plan,  <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> <p>Code of Conduct for students ( 2020)          Qld Dept of Education</p>

### Our school will improve student outcomes by:

#### Expenditure on human and physical resources:

Actions	Costs
<b>Staffing support:</b>	<b>\$ 587,008</b>
- Alternate Program Teacher	82,000
- Focused Literacy Intervention	83,001
- Year Level Managers	300,050
- Out of Home Care coordinator	20,000
- Event Coordinators	34,957
- Diverse learner support – NCCD	67,000
Teacher Aide Support – Literacy/ Numeracy	<b>\$ 384,000</b>
<b>Program Support</b>	<b>\$ 53,000</b>
- QCE support	7,500
• First Aid	6,000
• Functional literacy	5,500
• Social Awareness and Development	15,000
- IMPACT	14,500
- Student engagement transport	4,500
- Resourcing for Alternate Program	
<b>Curriculum Clarity</b>	<b>\$ 81 054</b>
1:1 program – Upskilling Year 7	50,000
Student Wellbeing monitoring – iYarn	6,000
Data Literacy support - Compass	25,054
<b>TOTAL</b>	<b>\$1,105,062</b>
Less carry over balance from 2021	-47,370
<b>TOTAL 2022 EXPENDITURE</b>	<b>\$1,057,692</b>



**Maurice Ware**  
Principal  
Urangan State High School



**Kacey Zirkel**  
Interim School Council Chair  
Urangan State High School



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