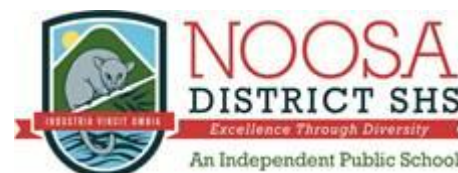


Investing for Success

Under this agreement for 2018
Noosa District State High School will receive



\$545,833

This funding will be used to

EIA	Target	Measure
21 st Century Skills	Improve literacy (with a focus on writing) and numeracy achievement of Junior Secondary students by 2019.	<ul style="list-style-type: none"> * Sem 2 English, History, Maths, Science A – E data tracking 2017 – 2019 * 85% students achieve A-C results in Maths, Science, English in both Semester 1 and 2 * Improvement in Junior Secondary reading age– Accelerated Reader results 2017- 2019 confirm this * YR7/YR9 National Assessment Program Literacy and Numeracy (NAPLAN) data all strands – positive relative gain for all students as they progress Yr 5 to 7 and from Yr 7 to 9 * Upper two bands (U2B) Numeracy results in both Year 7 and 9 are at least 20% of all students * U2B Writing results in Year 7 and 9 are at least 20% of all students * Records from coaching, observation and feedback activities establish and confirm change in teacher practice school wide. Target is for 100% teaching staff engagement in coaching cycles * Deliberate, consistent practice embedded school wide: key strategies evident (school, staff, student, community) including Question Answer Relationship (QAR), See, Plan, Do, Check (SPDC) and 7 Steps
	Increase Overall Position (OP) achievement.	<ul style="list-style-type: none"> * Cognitive verbs are mapped and embedded in unit plans * 21st Century learning skills are explicitly taught and evident through teaching practices such as warm ups in classrooms * OP 1-15 achievement by 2018 year 12 students is greater than 80%
Engagement	Establish explicit intervention and extension programs/ initiatives for students 7-12.	<ul style="list-style-type: none"> * Overall student attendance rate is at least 90% - whole school Semester 1 and Semester 2 * 100% completion rate of partnership <i>IMPACT</i> program for selected students in years 7-10 * 80% of eligible students achieve an OP within the range of 1-15, 100% students achieve Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Attainment (QCIA) * <i>Rock and Water</i> student resilience program embedded across both year 7 and 8 HPE program * Early intervention programs are enacted for YR7/8 students not meeting NMS in reading/numeracy * U2B and National Minimum Standards (NMS) targets met in 2018/2019
	Increase data literacy of all staff to inform practice and support differentiated teaching.	<ul style="list-style-type: none"> * 100% teachers engaging in the use of class dashboard – Professional Development provided * Evidence of data plan enacted at all levels e.g faculty meetings, year level team discussions, etc * Records from coaching, observation & feedback activities confirm change in teacher practice school wide * Data used to inform classroom practice – all faculties. Evident through coaching discussions

Our initiatives include

The implementation of the NDSHS Success Team. This team aims to improve student outcomes through working collaboratively with staff to develop:



Initiative	Evidence Base
Data Informed Practice – Working diagnostically with students/ teachers to ascertain learning deficiencies/needs, tracking student progress, goal setting, feedback to students, analysis of class/cohort/individual data and other more “targeted” teaching	Sharratt, L, & Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, US Australian Teaching and Learning Toolkit: http://evidenceforlearning.org.au/the-toolkit/
Collaborative Fluency – Strengthening teacher professional learning communities, ensuring consistent teacher practice across faculties and classes, examining cross campus priorities, developing expert teaching teams and supporting a distributed leadership model.	DuFour, R and DuFour, R 2012 The School Leader’s Guide to Professional Learning Communities at Work Hawker Brownlow Education, Victoria. Bellanca, J. 2010. 21 st Century Skills Rethinking How Students Learn. Hawker Brownlow Education.

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



<p>Engagement, Extension and Intervention – Evidence based practices ensuring targeted teaching in all classrooms. Upper three Bands and OP 1-5 student extension and enrichment programs across both campuses. Explicit intervention programs and practices for students at risk of not meeting national minimum standard levels of achievement.</p>	<p>Bybee, R. W 2013, <i>The Case for STEM Education: Challenges and Opportunities</i>, NSTA Press, USA. Fullan, Q & Quinn, J. 2015. <i>Coherence: The Right Drivers in Action for Schools, Districts and Systems</i>. Corwin Press Inc. Goss, P & Sonnemann, J. 2017. GRATTAN institute, <i>Engaging students – creating classrooms that improve learning</i>.</p>
<p>Coaching: Teachers and other staff to enact deliberate, consistent and aligned best practice by increasing capacity to know and use effective pedagogical practices.</p>	<p>Hattie, J & Timperley, H. <i>Review of Educational Feedback: The Power of Feedback</i>. GROWTH Coaching International: http://www.growthcoaching.com.au/our-programs/peer-coaching</p>

Our school will improve student outcomes by

Actions	Approximate Cost
<p>Data Informed Practice Build data literacy across all staff Implement <i>TRACKed</i> across years 7-12 to support Academic Coaching and Student Agency in pursuit of improvement conversations and outcomes</p>	<p>Resources: \$3000 PD: \$1000</p>
<p>Collaborative Fluency Professional Development for Coaches, Heads of Department and Teaching staff Professional Learning Plan embedded in school practice which reflects the whole school agreed Explicit Improvement Agenda (EIA) Planning days and time for teaching staff including new “SATE” planning time</p>	<p>PD: \$1000 TRS: \$5000</p>
<p>Engagement, Extension and Intervention Provide targeted professional learning and programs Curriculum leaders create units of work and curriculum planning for Year 7-9 students using identified STEM subject areas (including <i>New Pedagogies for Deep Learning</i> approaches and strategies)</p>	<p>Resources: \$40 000 PD: \$5000</p>
<p>Coaching: Creation of a Success Team This success team will use data informed methods to build teacher capacity to enact and enable targeted, explicit, consistent and effective practices.</p>	<p>Staffing: 2 x Literacy Head Of Curriculum (@ 0.5FTE) 2 x Numeracy Head Of Curriculum (@ 0.5 FTE) \$231 000 1x Junior Secondary Success Coach (0.5FTE) 1 x Senior Secondary Success Coach (0.5 FTE) 1 x Data Coach – based across both campuses (0.5FTE) \$150 000 2 x Teacher Aides – \$109 000</p>



Chris Roff
Principal
Noosa District SHS



Anne Collingwood
School Council Chair
Noosa District SHS

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