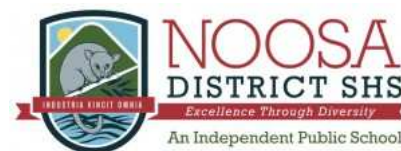


Investing for Success



Under this agreement for 2019

Noosa District State High School will receive

\$455,905



This funding will be used to

EIA	Target	Measure
21 st Century Skills	Embed evidence based literacy and numeracy strategies 7-10 - all faculties	<ul style="list-style-type: none"> * Deliberate, consistent practice embedded school wide key strategies evident across all faculties 7-10 including: Question Answer Relationship (QAR), See, Plan, Do, Check (SPDC), Open ended questions and 7 Steps * Cognitive verbs are mapped and embedded in subject unit plans 7-10 - resources have been developed to explicit teach cognitive verbs
	Increase literacy and numeracy student achievement for Junior Secondary students	<ul style="list-style-type: none"> * Sem 1 and 2 data A – E (English, Maths, Science) greater than 85% C and above * Relative gain for all Junior Secondary students in reading– results from <i>Accelerated Reader</i> * YR7/YR9 <i>National Assessment Program Literacy and Numeracy</i> (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
	Increase Overall Position (OP) achievement.	<ul style="list-style-type: none"> * OP 1-5 is greater than 20% * OP 1-15 is greater than 80%
Engagement	Establish and imbedded explicit intervention and extension programs/ initiatives for students 7-12	<ul style="list-style-type: none"> * Student overall attendance target 90% - whole school Semester 1 and Semester 2 * 100% completion rate of partnership <i>IMPACT</i> program for selected students in years 7/8 * 100% students achieve Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Attainment (QCIA) * Earlier intervention programs developed for YR7/8 for students not meeting NMS in reading/numeracy – increase in reading data 2018 – 2020 * SCILs intervention program to assist identified student reengage with school
	Increase data literacy of all staff to inform teaching practice and support differentiated teaching	<ul style="list-style-type: none"> * 100% teachers engaging in the use of class dashboard – Professional Development provided where appropriate * Evidence of data plan enacted at all levels e.g faculty meetings, year level team discussions * 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
	Inclusive Teaching and Learning 7-12	<ul style="list-style-type: none"> * Targeted teaching strategies (including adjustments) for students recorded centrally in Support Provisions on One School * Reduced number of students on an ICP (individual curriculum plan) * 90% of teachers engaged in Profiling to reflect on classroom strategies

Our initiatives include

Investing for Success focus area	Initiative	Evidence Base
Data Informed Practice	1. Engage data coach to increase teacher data literacy – whole of school. Enactment of the data plan	Sharratt, L, & Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, US

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	2. Engage Inclusion coach to work with teachers and class data to develop appropriate targeted teaching and adjustments for students	Australian Teaching and Learning Toolkit: http://evidenceforlearning.org.au/the-toolkit/ Department of Education <i>Inclusive Education Policy Booklet</i> (2018)
Collaborative Fluency	3. Provide opportunities for Professional development in terms of – Data, Curriculum, Pedagogy and Engagement 4. Provide time and space (TRS) for teachers to work in collaboration and discuss students learning needs and enact targeted practice	DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i> Hawker Brownlow Education, Victoria. Bellanca, J. 2010. <i>21st Century Skills Rethinking How Students Learn</i> . Hawker Brownlow Education.
Engagement, Extension and Intervention	5. Focused/ intensive teaching for students to learn at an age appropriate level 6. Provide support for students requiring additional support to meet NMS (literacy and numeracy) e.g BKSb program, employment of TAs 7. Partnership with Salvation army (SCILs) to engage students at risk 8. Intensive support for students demonstrating high achievement standard – IMPACT program, extension opportunities e.g Julie Arless	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> . Department of Education Student Learning and Well-being Framework (2018) Department of Education <i>Inclusive Education Policy Statement</i> (2018)
Coaching:	9. Literacy and Numeracy coach to develop teacher capacity in the development and implementation of school wide evidence based strategies aligned to Australian Curriculum	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

Our school will improve student outcomes by

	Actions	Approximate Cost
Data Informed Practice	1. Engage Data coach to increase data literacy at all levels of the data plan Purchase programs to track the progress student across key areas (including literacy, numeracy, attendance):	Resources: TRACKed – \$ 3000 REMARK - \$3000 Accelerated Reader –\$6000 Staffing: 1 x Data Coach - HOC (@ 0.5 FTE) \$57750
	2. Engage Inclusion coach to analyse data and build teacher capacity to provide targeted practice 7-12	Staffing: 1 x Inclusion Coach – HOC (@ 0.5 FTE) \$57750

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Collaborative Fluency	<p>3. <i>Coaches and Leaders in the school to support whole school evidence based strategies through modelling, observation and feedback</i></p> <p><i>Staff and leaders increase their professional capacity through professional development</i></p> <p>4. <i>Greendays (TRS) available to support EIA and promote collaboration</i></p> <p><i>TRS to support teachers and leaders to engage in reflective processes e.g Profiling</i></p>	<p>PD: \$5000</p> <p>TRS: \$5000</p>
Engagement, Extension and Intervention	<p>5. <i>Engage teachers with inclusive agenda and develop a shared understanding of differentiation and associated targeted strategies</i></p> <p><i>Inclusive coach to work with teachers to develop a shared expectations understanding of classroom diversity, differentiation and recording tools.</i></p> <p>6. <i>Programs including (IXL, BKSB) to support students to who require additional support to meet NMS</i></p> <p><i>Teacher Aides employed to support students requiring targeted practices</i></p> <p>7. <i>Employ specialised teacher to support students enrolled in SCILs program</i></p> <p>8. <i>Purchase programs for students demonstrating a high level of achievement (IMPACT, IXL)</i></p>	<p>Resources/programs: IMPACT - \$55000 IXL – \$8000 BKSB - \$4000</p> <p>Staffing: 1 x Senior Secondary Success Coach (0.5 FTE) 1 x Junior Secondary Success Coach (0.5 FTE) <i>(costed through time from school teacher allocation)</i> 1 x 0.15 teaching contribution for SCILs program teacher - \$16500</p> <p>2 x Teacher Aides – \$109000</p>
Coaching	<p>9. <i>Employment of coaches to support development and implementation of school wide evidence based practices through an agreed feedback cycle e.g profiling, literacy/numeracy strategies etc</i></p>	<p>Staffing: 1 x Literacy Head Of Curriculum (@ 0.5FTE) 1 x Numeracy Head Of Curriculum (@ 0.5 FTE)</p> <p>\$115000</p> <p>TRS: \$10 000</p>



Grant Williams
Principal
Noosa District SHS



Anne Collingwood
School council chair
Noosa District SHS

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