Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.

Investing for Success

Under this agreement for 2019
Noosa District State High School will receive

$455,905

This funding will be used to

<table>
<thead>
<tr>
<th>EIA</th>
<th>Target</th>
<th>Measure</th>
</tr>
</thead>
</table>
| **21st Century Skills** | Embed evidence based literacy and numeracy strategies 7-10 - all faculties | * 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 | * 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 Accelerated Reader
  * 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 |
| | Increase Overall Position (OP) achievement. | * 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 | * Student overall attendance target 90% - whole school Semester 1 and Semester 2
  * 100% completion rate of partnership IMPACT 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 | *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 | *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

<table>
<thead>
<tr>
<th>Investing for Success focus area</th>
<th>Initiative</th>
<th>Evidence Base</th>
</tr>
</thead>
</table>

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.
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: 

Department of Education Inclusive Education Policy Booklet (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

Department of Education Student Learning and Wellbeing Framework (2018)

Engagement, Extension and Intervention

5. Focused/ intensive teaching for students to learn at an age appropriate level

Bybee, R. W 2013, The Case for STEM Education: Challenges and Opportunities, NSTA Press, USA.


Department of Education Student Learning and Wellbeing Framework (2018)

6. Provide support for students requiring additional support to meet NMS (literacy and numeracy) e.g BKS program, employment of TAs


GROWTH Coaching International: 

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

8. Intensive support for students demonstrating high achievement standard – IMPACT program, extension opportunities e.g Julie Arless

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


GROWTH Coaching International: 

---

**Our school will improve student outcomes by**

<table>
<thead>
<tr>
<th>Actions</th>
<th>Approximate Cost</th>
</tr>
</thead>
</table>
| 1. Engage Data coach to increase data literacy at all levels of the data plan | **Resources:**
| Purchase programs to track the progress student across key areas (including literacy, numeracy, attendance): | 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 Incusion Coach – HOC (@ 0.5 FTE) | $57750 |

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.
<table>
<thead>
<tr>
<th>Collaborative Fluency</th>
<th>3. Coaches and Leaders in the school to support whole school evidence based strategies through modelling, observation and feedback</th>
<th>PD: $5000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Staff and leaders increase their professional capacity through professional development</td>
<td>TRS: $5000</td>
</tr>
<tr>
<td></td>
<td>4. Greendays (TRS) available to support EIA and promote collaboration</td>
<td>Resources/programs:</td>
</tr>
<tr>
<td></td>
<td>TRS to support teachers and leaders to engage in reflective processes e.g Profiling</td>
<td>IMPACT - $55000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IXL – $8000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BKSB - $4000</td>
</tr>
<tr>
<td>Engagement, Extension and Intervention</td>
<td>5. Engage teachers with inclusive agenda and develop a shared understanding of differentiation and associated targeted strategies</td>
<td>Staffing:</td>
</tr>
<tr>
<td></td>
<td>Inclusive coach to work with teachers to develop a shared expectations understanding of classroom diversity, differentiation and recording tools.</td>
<td>1 x Senior Secondary Success Coach (0.5 FTE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 x Junior Secondary Success Coach (0.5 FTE) (costed through time from school teacher allocation)</td>
</tr>
<tr>
<td></td>
<td>6. Programs including (IXL, BKSB) to support students to who require additional support to meet NMS</td>
<td>1 x 0.15 teaching contribution for SCILs program teacher - $16500</td>
</tr>
<tr>
<td></td>
<td>Teacher Aides employed to support students requiring targeted practices</td>
<td>2 x Teacher Aides – $109000</td>
</tr>
<tr>
<td></td>
<td>7. Employ specialised teacher to support students enrolled in SCILs program</td>
<td>Coaching</td>
</tr>
<tr>
<td></td>
<td>8. Purchase programs for students demonstrating a high level of achievement (IMPACT, IXL)</td>
<td>Staffing:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 x Literacy Head Of Curriculum (@ 0.5FTE)</td>
</tr>
<tr>
<td></td>
<td>9. 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</td>
<td>1 x Numeracy Head Of Curriculum (@ 0.5 FTE)</td>
</tr>
</tbody>
</table>

$115000 |
TRS: $10 000 |

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.
* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.