

Investing for Success

Under this agreement for 2019

North Rockhampton State High School will receive

\$545,136*

This funding will be used to:

Target	Measures
<p>Attendance</p> <ol style="list-style-type: none"> Increase student attendance to above 87% Increase Indigenous student attendance to above 80% 	<ul style="list-style-type: none"> Baseline/endpoint: <ul style="list-style-type: none"> Whole school student attendance Semester 2 2018 OneSchool Data (85%) Indigenous student attendance Semester 2 2018 OneSchool Data (77%) Comparison: <ul style="list-style-type: none"> Whole school student attendance Semester 1 2019 OneSchool Data Indigenous student attendance Semester 1 2019 OneSchool Data Monitoring: <ul style="list-style-type: none"> ID Attend/OneSchool Year Level Coordinators Community Education Counsellor (CEC) Heads of Department (HODs) – Social Justice/Junior Secondary & Senior Schooling Head of Special Education Services (HOSES)
<p>Wellbeing & Successful Transitions</p> <ol style="list-style-type: none"> Improve student perceptions towards the school Reduce the number of school disciplinary absences Guarantee that 99% of students exiting Year 12 will achieve either a QCE, QCIA or VET qualification. Improve teacher capability through the establishment of Professional Learning Communities in the areas of: <ul style="list-style-type: none"> Reading Writing Indigenous Education Teaching trauma affected students 	<ul style="list-style-type: none"> Baseline/endpoint: <ul style="list-style-type: none"> School Opinion Survey student response 2018 <ul style="list-style-type: none"> I feel safe at my school (89%) Teachers at my school treat students fairly (75%) I can talk to my teachers about my concerns (76%) Disciplinary Absences 2018 <ul style="list-style-type: none"> Suspensions 1-10 days (434) Suspensions 11-20 days (5) 100% of students exiting Year 12 (2018) achieved a Queensland Certificate of Education (QCE)/Queensland Certificate of Individual Achievement (QCIA)/Vocational Education and Training (VET) qualification Comparison: <ul style="list-style-type: none"> School Opinion Survey student response 2019 <ul style="list-style-type: none"> I feel safe at my school Teachers at my school treat students fairly I can talk to my teachers about my concerns Disciplinary Absences 2019 <ul style="list-style-type: none"> Suspensions 1-10 days Suspensions 11-20 days 2019 Year 12 Exit data Monitoring: <ul style="list-style-type: none"> School Opinion Survey OneSchool A-E data Year Level Coordinators Administration team

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- HODs
- Support staff/ Academic coaches
- TrackEd used to monitor student progress
- Case management records

Our initiatives include:

Initiative	Evidence-base
<ul style="list-style-type: none"> • Implementation of Professional Learning Community inquiry cycles to further develop staff capacity using evidence based practices in reading, writing, Indigenous education and teaching trauma affected students. • Employing a Head of Department – Social Justice/Junior Secondary to develop and lead the explicit improvement agenda in Years 7-9. • Professional development for all teachers and teacher aides in the identified focus areas. • Purchase of resources to support the identified focus areas. • Provision of teacher aide support within classrooms to assist students with literacy, numeracy and engagement. • Provision of planning time for teachers to - review data, develop intervention strategies, plan collaboratively and observe other teachers. 	<ul style="list-style-type: none"> • Collins, J. (2007). <i>The Collins Writing Program: Improving Student Performance through Writing and Thinking across the curriculum</i>. West Newbury, Massachusetts: Collins Educations Associates LLC. • Fisher, D., Fray, N.& Hattie, J. (2016). <i>Visible Learning for Literacy: Implementing the Practices that Work Best to Accelerate Student Learning</i>. Thousand Oaks, California: Corwin SAGE Publishing Company. • Fisher, D., & Fray, N. (2008). <i>Better Learning through Structured Teaching: A Framework for the Gradual Release of Responsibility</i>. Alexandria, Virginia USA: Association for Supervision and Curriculum Development. • Edwards, J., & Martin, B. (2016). <i>Schools that Deliver</i>. Thousand Oaks, California: Corwin SAGE Publishing Company. • Brunzell, T., Norrish, J., Ralston, S., Abbott, L., Witter, M., Joyce, T., & Larkin, J. (2015). <i>Berry Street Education Model: Curriculum and Classroom Strategies</i>. Melbourne: Berry Street Victoria.
<ul style="list-style-type: none"> • Case management of identified students in Years 7 - 12 to ensure successful completion of program of study. • Use of TrackEd and academic coaches to provide regular monitoring of student progress to ensure early intervention for students 	<ul style="list-style-type: none"> • Sharratt, L. & Fullan, M. (2012). <i>Putting Faces on the Data: What Great Leaders Do!</i> Thousand Oaks, California: Corwin SAGE Publishing Company. • Lemov, D. (2015). <i>Teach Like a Champion: 62 Techniques that Put Students on the Path to College</i>. San Francisco, California:

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<p>identified 'at risk'.</p> <ul style="list-style-type: none"> • Employing an additional 0.5 Full Time Equivalent (FTE) Guidance Officer to provide intervention and support measures for students in Out of Home Care and those at risk of early disengagement from learning. • Employing Administrative Officer (AO2) to support to collate tracking data to support teachers to monitor student progress and provide early interventions for those identified as 'at risk'. • Purchasing release time to allow identified teachers to meet with identified students to provide support and case management to improve attendance and completion. 	<p>Jossey-Bass.</p> <ul style="list-style-type: none"> • Malin, R., & Hackmann, G. (n.d.). Enhancing Students' Transitions to College and Careers: A Case Study of Distributed Leadership Practice in Supporting a High School Career Academy Model. <i>Leadership and Policy in Schools</i>, 16(1), 54–79. https://doi.org/10.1080/15700763.2016.1181191 • Gelenter, C., & Prescott, N. (2009). <i>Going Places Transition Scheme: Supporting Children with Additional Needs into Secondary School</i>. Taylor and Francis. • Goss, P., Hunter, J., Romanes, D., Parsonage, H. (2015). <i>Targeted teaching: how better use of data can improve student learning</i>. Grattan Institute: Victoria. • Rose, R. (2017). <i>Innovative Therapeutic Life Story Work: Developing Trauma-Informed Practice for Working with Children, Adolescents and Young Adults</i>. London, United Kingdom: Jessica Kingsley Publishers. • Mackie, I., & MacLennan, G. (2015). <i>Nudge for Schools: Helping your Students Choose Success</i>. Fremantle, Western Australia: Vivid Publishing.
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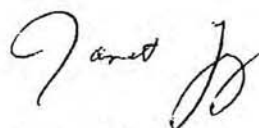
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Our school will improve student outcomes by:

Attendance, Wellbeing and Successful Transitions

Actions	Costs
Employing a Head of Department – Social Justice/Junior Secondary	\$145,000
Employing additional teacher aides to support classroom teachers and faculty HODS to assist with targeted interventions and the tracking of student outcomes.	\$130,000
Purchasing teacher release time to enable staff to; develop and interpret school based and systemic data (National Assessment Program – Literacy and Numeracy (NAPLAN), Progressive Achievement Tests in Reading (PAT-R), behaviour, attendance); collaboratively use the enquiry cycle to plan appropriate targeted interventions and also Case Management of identified students.	\$56,764
Employing additional AO2 support to assist with the monitoring and tracking of student outcomes.	\$127,000
Employing an additional part-time (0.5 FTE) Guidance Officer to provide intervention and support measures for Students in Care and those at risk of early disengagement from learning.	\$36,372
Professional development and resources to unite and build capacity of the leadership and management teams to support the school improvement agenda.	\$10,000
Participation in the “Berry Street Education Model” professional development for identified staff to support the teaching of students affected by trauma.	\$20,000
Purchasing resources to support the Professional Learning Communities implementation plan. Focus areas are Indigenous Education, Writing, Reading and Teaching Trauma Affected Students.	\$20,000



Janet Young
Principal
North Rockhampton State High School



Tony Cook
Director-General
Department of Education

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