

Investing for Success

Under this agreement for 2018
Gordonvale State High School will receive

\$426,345*

This funding will be used to

Target	Measures
1. Improve the writing achievement of junior secondary students in English, Science and History by 2019.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ Year 7 NAPLAN Writing 2017 to year 9 NAPLAN Writing for matched students. ○ Semester 2, English, Science, History A-E data tracking 2017, year 6,7 and 8 until 2019. • Comparison: <ul style="list-style-type: none"> ○ English, Science History % 'A', %'B' and %'C' or better. ○ Year 7 – Year 9 NAPLAN relative gain. ○ Similar Queensland State Schools. • Monitoring: <ul style="list-style-type: none"> ○ English, Science, Humanities A-E data. ○ Focussed intervention (tier 2) data. ○ Collaborative planning, teacher planning documents includes evidence of differentiated teaching and learning appropriate to the writing demands of different subject/learning areas. ○ Records from feedback activities, observation and coaching - establish change in teacher practice. ○ Movement on the P-10 Literacy continuum. ○ GSHS School Data profile.
2. Increase the % of students on Individual Curriculum Plans (ICPs) who achieve their literacy goals.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ P-10 Literacy continuum: Semester 2, 2017 to Semester 2, 2018. ○ English, Science, History A-E, Semester 2, 2017 to Semester 2, 2018 as per ICP. ○ PAT-R Semester 1, 2018 to Semester 1, 2019. • Comparison: <ul style="list-style-type: none"> ○ Distance travelled by student in one year. ○ Reading age to chronological age comparison using diagnostic assessment (pre/post test). • Monitoring: <ul style="list-style-type: none"> ○ Student engagement and behaviour in relation to teachers implementing the identified strategies. ○ Learning Support modelling identified strategies in classrooms. ○ Professional Learning – teacher reflection and feedback. ○ Productive use of classroom teacher-aide.s ○ Student SMART goals established, monitor progress towards goals and use evidence.

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



Our initiatives include

Initiative	Evidence-base
<p>1.</p> <p>(a) KLA collaborative planning time to engage staff and regional expertise to improve teacher ability to identify the writing (and reading) demands of the Australian Curriculum learning and subjects in C2C units of work.</p> <p>(b) Master Teacher working with the school leadership team using the Cycle of Inquiry in the implementation of the school's reading and writing framework.</p> <p>2.</p> <p>(a) School's Teaching and Learning faculty providing professional learning for staff through in-class modelling of identified strategies for select students and the delivery of the school's universals (Standards of Practice).</p> <p>(b) Focussed intervention for tier 2 students (5-6 week cycle). Establish case management.</p> <p>(c) High Performance Team coaching school leaders.</p>	<ul style="list-style-type: none"> ○ Fullan, M & Sharratt, L 2012, <i>Putting Faces on the Data: What Great Leaders Do!</i> Corwin, California, USA. ○ William, D & Leahy, S 2015, <i>Embedding Formative Assessment. Practical Techniques for K-12 Classrooms</i>, West Palm Beach, USA. ○ Graves, F 2016, <i>The Vocabulary Book</i>, Teachers College Press, Amsterdam Avenue, New York. ○ Rose, D 2017, <i>Reading to Learn. Accelerating learning and closing the Gap</i>, Gladesville, N.S.W. ○ Harvey, S. & Goudvis, A 2017, <i>Strategies that Work. Teaching Comprehension for Understanding, Engagement and Building Knowledge Grades K-8</i> (3rd Edition), Stenhouse. ○ Fisher, D, Frey, N, Hattie, J 2016a, <i>Visible Learning for Literacy: Implementing the Practices That Work Best to Accelerate Student learning Grades K-12</i>. Thousand Oaks, California: SAGE Publications.

Our school will improve student outcomes by

Actions	Costs
<p>1. (a) KLA HODS through collaborative planning engage in-school and regional expertise to improve teacher ability to identify writing and reading demands of work. In-school support includes coaching, modelling, Master Teacher support.</p> <p>2. (a) Establish Teaching/Learning Capability Team to construct an effective case management approach for students with diverse learning needs (focussed intervention approach) using school and regional resources.</p>	<p>Engage HPT \$35,000.00</p> <p>Recruit 2 X FTE teachers to provide time and space in the junior secondary timetable to allow release of students for intensive short term focussed literacy intervention \$233,136.20</p> <p>Recruit 4 X FTE teacher-aides to support teachers in explicit inclass teaching of reading and writing \$158,208.80</p>



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