

# Investing for Success

Under this agreement for 2019  
Gordonvale State High School will receive

**\$439,890**

## This funding will be used to

Target	Measures
<p>1. Improve the writing achievement of junior secondary students in English, Science and History each year</p> <p>All year 7-9 students improve on their year 5-7 NAPLAN scores by one band each year</p> <p>All students reach National Minimum Standard (NMS) in reading and writing by 2020</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ Year 7 National Assistance Program – Literacy and Numeracy (NAPLAN) Writing 2018 to year 9 NAPLAN Writing for matched students.</li> <li>○ Semester 2, English, Science, History A-E data tracking 2018, year 6,7 and 8.</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ English, Science History % A, %B and %C or better.</li> <li>○ Year 7 – Year 9 NAPLAN relative gain.</li> <li>○ Similar Queensland State Schools.</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ English, Science, Humanities A-E data.</li> <li>○ Focussed intervention (tier 2) data.</li> <li>○ Collaborative planning, teacher planning documents includes evidence of differentiated teaching and learning appropriate to the writing demands of different subject/learning areas.</li> <li>○ Records from feedback activities, observation and coaching establish change in teacher practice.</li> <li>○ Movement on the P-10 Literacy continuum for ‘Focussed Intervention’ groups.</li> <li>○ GSHS School Data profile.</li> </ul> </li> </ul>
<p>2. 100% of students on Individual Curriculum Plans (ICPs) achieve their literacy goals by EOY 2019</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ P-10 Literacy continuum: Semester 2, 2018 to Semester 2, 2019.</li> <li>○ English, Science, History A-E, Semester 2, 2018 to Semester 2, 2019 as per ICP.</li> <li>○ PAT-R Semester 1, 2019 to Semester 1, 2020.</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Distance travelled by each student on ICP in one year.</li> <li>○ Reading age to chronological age comparison using diagnostic assessment (pre/post test).</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Student engagement and behaviour in relation to teachers implementing the identified strategies.</li> <li>○ Learning Support modelling identified strategies in classrooms.</li> <li>○ Professional Learning – teacher reflection and feedback.</li> <li>○ Productive use of classroom teacher-aides.</li> </ul> </li> <li>• Student SMART goals established, monitor progress towards goals and use evidence.</li> </ul>

## Our initiatives include

Initiative	Evidence-base
<p>1. (a) Key Learning Area (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 and KLA specific texts.</p>	<ul style="list-style-type: none"> <li>○ Fullan, M &amp; Sharratt, L.; 2012, <i>Putting Faces on the Data: What Great Leaders Do!</i> Corwin, California, USA.</li> <li>○ William, D &amp; Leahy, S.; 2015, <i>Embedding Formative</i></li> </ul>

\* 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.



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<p>(b) School leadership team using the Cycle of Inquiry in the implementation of the school's reading and writing framework.</p> <p>2. (a) School's Teaching and Learning faculty providing professional learning for staff through in-class modelling, coaching and mentoring 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>	<p><i>Assessment. Practical Techniques for K-12 Classrooms</i>, West Palm Beach, USA.</p> <ul style="list-style-type: none"> <li>o Rose, D.; 2017, <i>Reading to Learn. Accelerating learning and closing the Gap</i>, Gladesville, N.S.W.</li> <li>o Harvey, S.&amp; Goudvis, A. 2017, <i>Strategies that Work. Teaching Comprehension for Understanding, Engagement and Building Knowledge Grades K-8</i> (3<sup>rd</sup> Edition), Stenhouse.</li> <li>o 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.</li> <li>o Plevin, R.,(2017). <i>Connect with your students:How to Build Positive Teacher-Student Relationships-The #1 Secret to Effective Classroom Management</i>, Rob Plevin Needs Focused Teaching. Life Raft Media Ltd.</li> </ul>
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**Our school will improve student outcomes by**

Actions	Costs
<p>1. (a) KLA Head of Departments (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, Teaching/Learning support.</p> <p>2. (a) Strengthen 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 High Performing Team (HPT) - \$15,000-00.</p> <p>Top up staff member to HOD Pedagogical Improvement to lead inquiry model with KLA HODS-\$27,900-00.</p> <p>Recruit 2 X Full Time Equivalent (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 in class teaching of reading and writing-\$158,203-80.</p> <p>Support delivery of speech language program-\$5,650-00.</p>

  
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 Department of Education

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