

Investing for Success

Under this agreement for 2021

Kingaroy State High School will receive

\$679,686

This funding will be used to

EIA priority 1: Writing. **Objective:** To collaboratively improve junior secondary writing through the development of consistent, whole school practices. **Evidence base:** *Research – Sharratt and Fullan – Realization (2009), Moving literacy forward P – 12 (DET, 2015); Feedback (EEF, 2018); Explicit teaching (DET, 2018); Data – NAPLAN – NMS, U2B, relative gain, writing criteria yr 5 – 7, 7 – 9, LOA; School-based evidence – teacher feedback, walk-throughs/observations, book checks)*

EIA priority 2: Quality Teaching. **Objective:** To improve student engagement through the provision of highly effective learning experiences for all students in years 7 to 12." **Evidence base:** *Research – Sharratt and Fullan – Putting faces on the Data (2012) Good to Great to Innovate – Sharratt and Harild (2015); Data – attendance, SDAs, LOA data; School Based evidence – Learning Walks and Talks; Classroom Profiling Data; Lesson Observations.*

EIA priority 3: Reading Comprehension. **Objective:** To improve students' achievement in reading comprehension through embedding reading strategies consistently across Junior Secondary. **Evidence Base:** *Research - Learning Place; One Portal. Data – Naplan – Reading (NMS, U2B, relative gain); School based evidence – Walk throughs, lesson observations,)*

Our initiatives include

Objective No.	Initiatives/Strategies	Costs
1	Create Literacy Coach role to work with Year 8 KLA teachers to deliver collaborative planning sessions. Literacy Coach will lead collaborative planning sessions and lead case management of all Year 7 and 8 students. Pre and post testing instruments will be used to track student growth and to include student progress over time on the Literacy Continuum.	1.29FTE \$156,190
1	Provide non-contact time for Year 7 and 8 teachers in to work with the Literacy and Pedagogy coaches to differentiate learning experiences and to further develop writing strategies from the "Successful Creative Writers" program. Collaborative planning sessions will be used to forefront assessment in all Year 7 and 8 KLA's and to ensure alignment to the Australian Curriculum.	1.8 FTE \$180,334
2	Provide additional NCT for Heads of Department to further enact the Coaching and Feedback processes. (Explicit instruction; ESCM's; ECP'S; Classroom Profiling.)	1.4 FTE \$140,260
3	Renew licence - BKSB (British Key Skills Builder); Logon Literacy; VivoMiles; Education Perfect; Cognitive verbs and Science Skills builders, Pat Hipwell.	\$46,712
3	Employ a Pedagogical Coach to work with teachers and HODs to build teacher capability in literacy and pedagogy. The work will be based on Sharratt's "3rd teacher" with a focus on classroom management and high expectations.	1.29FTE \$156,190



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Our school will improve student outcomes by

Objective 1:

Improvement in writing achievement for Year 7, 8 and 9 students, as measured by NMS, U2B and student relative gain in NAPLAN (Writing) and on the Literacy Continuum (evidenced by students' work across curriculum areas and on-demand writing tasks)

Performance targets:

2021 Year 9 – 80% NMS for NAPLAN Writing, from 51.4% in 2019 (2018 year 7s % of students achieving NMS); 15% U2B for Writing, from 10% (2019 year 7s % of students achieving in U2B); student relative gain for Writing 7 – 9: Lower 11%, Similar 70%, Higher 19% (based on 2% shift on aggregate gain % from 2017 to 2019)

Comparison: 3-year aggregate historical NMS, U2B and student relative gain results for the school

2021 Year 9 – 5% improvement in NMS for Naplan Writing, from the % of year 7 students achieving NMS in 2019; 5% improvement in U2B for Naplan Writing, from the % year 7 students achieving U2B in 2019); student relative gain – 2% shift on aggregate gain % from 2017 – 2019. Comparison: 3-year aggregate historical NMS, U2B and student relative gain results for the school

Objective 2:

Improvement in teaching quality as evidenced by:

- Classroom Profiling data.
- Walkthrough observations.
- Essential Skills for Classroom Management (ESCM's) and Essential Classroom Practice (ECP) engagement.

Performance targets:

Year 7 to 12 SDA's reduced by 10% (from 378 suspensions in 2020)

Classroom Profiling data is above "like schools".

100% of staff have embedded ESCM's; ECP and Explicit Instruction (as evidenced by lesson observations and classroom walkthroughs by Heads of Department and Deputy Principals.)

Objective 3:

Improvement in reading achievement for Year 7, 8 and 9 students, as measured by NMS, U2B and student relative gain in NAPLAN (Reading) and using BKSB and diagnostic data.

Performance targets:

2021 Year 9 – 98% NMS for Naplan Reading, from 94.3% (2019 year 7s % of students achieving NMS); 25.0% U2B for Reading, from 21.3% (2019 year 7s % of students achieving in U2B); student relative gain for Reading 7 – 9: Lower 16%, Similar 69%, Higher 15% (based on 2% shift on aggregate gain % from 2017 to 2019)

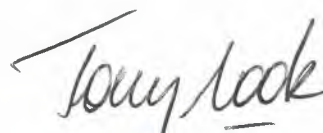
Comparison: 3-year aggregate historical NMS, U2B and student relative gain results for the school

2021 Year 9 – 100% or 5% improvement for NMS for Naplan Reading, from the % of year 7 students achieving NMS in 2019; 5% improvement in U2B for Naplan Writing, from the % year 7 students achieving U2B in 2019); student relative gain – 2% shift on aggregate gain % from 2016 – 2019. Comparison: 3-year aggregate historical NMS, U2B and student relative gain results for the school

100% of students improve in BKSB, Mighty Minds and Logon Literacy diagnostics.



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Kingaroy State High School



Tony Cook
Director-General
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