

Investing for Success

Under this agreement for 2017

Kingaroy State High School will receive

\$507,955*

This funding will be used to

Our School improvement priorities and objectives are:

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, 2017); [Explicit teaching](#) (DET, 2017); *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, Accelerated Reader data.*

Our initiatives include

The strategies or initiatives are:

Objective No.	Initiatives/Strategies	Costs
1	Create 4 x Head of Program (HOP) positions in Year 7 in the areas of English, Mathematics, Science and Social Science. HOP's will be given 210 minutes non-contact time (NCT) each week to plan, review and embed key writing strategies into each curriculum area. HOP's will lead collaborative planning sessions and lead case management of all Year 7 students. HOP's will create pre and post testing instruments to track student growth and to include student progress over time on the Literacy Continuum.	0.4 FTE \$42,632
1	Provide non-contact time for Year 7 teachers in English, Mathematics, Science and Social Science to work with HOP's to differentiate learning experiences and to further develop writing strategies from the "Successful Creative Writers" program.	1.4 FTE \$149,214
1/2.	Create a Head of Department – (Quality Teaching) position to ensure Explicit Instruction (0.4FTE); Essential Skills for Classroom Management; Positive Behaviour for Learning and Classroom Profiling (0.6FTE) are embedded across every classroom.	0.4 FTE \$55,181.20 0.6 FTE \$82,771.80
2.	Provide additional NCT for Heads of Department to further enact the Coaching and Feedback processes.	0.8 FTE \$85,265
3.	Renew licence - BKSB (British Key Skills Builder) and Accelerated Reader programs.	\$12,000
3.	Employ a Reading Intervention Teacher and additional Teacher Aide time to provide early intervention for students below NMS for Reading Comprehension	0.76 FTE \$80,891

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Our school will improve student outcomes by

Improvement in student outcomes will be measured by:

Objective 1:

Improvement in writing achievement for Year 7 and 8 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:

2018 Year 9 – 91.4% NMS for Naplan Writing, from 86.4% (2016 year 7s % of students achieving NMS); 15% U2B for Writing, from 10% (2016 year 7s % of students achieving in U2B); student relative gain for Writing 7 – 9: Lower 9%, Similar 70%, Higher 21% (based on 2% shift on aggregate gain % from 2012 to 2016).

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

2019 Year 9 – 5% improvement in NMS for Naplan Writing, from the % of year 7 students achieving NMS in 2017; 5% improvement in U2B for Naplan Writing, from the % year 7 students achieving U2B in 2017); student relative gain – 2% shift on aggregate gain % from 2013 – 2017.

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

Objective 2:

- Improved student attendance – target 91.3%, from a baseline of 89.3%; Comparison: 3-year aggregate attendance figures.
- Decreased short term SDAs – target 62.9/1000, with no increases in long term SDAs or exclusions, from a baseline 67.9/1000; Comparison – state rate.
- Classroom profiling data– Increase in every domain from 2016 baseline data for individual faculty and whole school.
- LOA data e.g. 80% of students achieving C or higher for English, Mathematics and Science in year 7, 8, 9 and 10.
Comparison - 3-year aggregate students achieving %C or higher for the same learning areas.

Objective 3:

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

Performance targets:

2018 Year 9 – 99.3% NMS for Naplan Reading, from 94.3% (2016 year 7s % of students achieving NMS); 26.3% U2B for Reading, from 21.3% (2016 year 7s % of students achieving in U2B); student relative gain for Reading 7 – 9: Lower 14%, Similar 69%, Higher 19% (based on 2% shift on aggregate gain % from 2012 to 2016).

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

2019 Year 9 – 100% or 5% improvement for NMS for Naplan Reading, from the % of year 7 students achieving NMS in 2017; 5% improvement in U2B for Naplan Writing, from the % year 7 students achieving U2B in 2017); student relative gain – 2% shift on aggregate gain % from 2013 – 2017.

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

100% of students improve in BKSB and Accelerated Reading data.



Ashley Roediger
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Kingaroy State High School



Director-General
Department of Education and Training

