

Investing for Success

Under this agreement for 2018

Kingaroy State High School will receive

\$507,573*

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, 2017); [Explicit teaching](#) (DET, 2017); *Data* - NAPLAN – National Minimum Standard (NMS), Upper Two Band (U2B), relative gain, writing criteria Year 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 (National Minimum Standard - NMS, Upper Two Bands - U2B, relative gain); *School based evidence* - Walk throughs, lesson observations.)

Our initiatives include

Objective No.	Initiatives/Strategies	Costs
1	Create 5 x Head of Program (HOP) positions in Year 7 and 8 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 and 8 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.	1.0 FTE \$106,581
1	Provide non-contact time for Year 7 and 8 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
2	Provide additional NCT for Heads of Department to further enact the Coaching and Feedback processes. (Explicit instruction; ESCM's; ECP'S; Classroom Profiling.)	0.8 FTE \$85,265
3	Renew licence - British Key Skills Builder (BKSB) and Accelerated Reader Programs.	 \$12,000
3	Employ a Reading Intervention Teacher and additional Teacher Aide time and	1.45 FTE

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



	resources to provide early intervention for students below NMS for Reading Comprehension	\$154,513
TOTAL		\$507,573

Our school will improve student outcomes 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:

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 233 suspensions in 2017)

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 and 8 students, as measured by NMS, U2B and student relative gain in NAPLAN (Reading) and using BKSB and diagnostic 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.



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Kingaroy State High School



Patrea Walton
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