

Investing for Success

Under this agreement for 2018

Everton Park State High School will receive

\$116,963*

This funding will be used to

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| <p>Priority 1</p> <p>Improve the writing, reading and numeracy achievement of Junior secondary students by 2019, targeting achievements of students in Junior Secondary electives.</p> | <ul style="list-style-type: none"> • Baseline/endpoint <ul style="list-style-type: none"> ○ Semester 2 A – E data tracking 2017 and 2018 Y7, Y8, Y9 students until 2019 ○ Y7 NAPLAN Writing 2017 to Y9 NAPLAN Writing, Reading and Numeracy for matched students. • Comparison: <ul style="list-style-type: none"> ○ %A, %B and %C or better in all subjects ○ Y7-Y9 Writing NAPLAN relative gain ○ Similar Queensland State Schools (SQSS). • Monitoring: <ul style="list-style-type: none"> ○ P-10 Literacy Continuum (reading, writing and vocabulary) used to monitor progress and plan for next steps in student learning ○ Staff satisfaction levels with CM process and outcomes ○ Staff satisfaction with PLC processes, content and impact ○ Teacher planning includes evidence of reading strategies appropriate to demands of the electives of different subject/learning areas ○ Teacher planning includes evidence of differentiated teaching and learning of writing appropriate to writing demands of different subject/learning areas ○ Records from coaching, observation and feedback activities establish change in teacher practice ○ Moderation – all JS subjects ○ Interim reporting data. • Numeracy Policy implemented |
| <p>Priority 2</p> <p>Increase the percentage of Years 7 - 10 students achieving a 'C or better' standard in core subjects (English, Maths & Science) from 48% in 2017 to 80% in 2018</p> | <ul style="list-style-type: none"> • Baseline/endpoint <ul style="list-style-type: none"> ○ Semester 2 A – E data tracking 2017 and 2018; Y7, Y8, Y9 students until 2019 ○ Y7 NAPLAN Writing 2017 to Y9 NAPLAN Writing, Reading and Numeracy for matched students. • Comparison: <ul style="list-style-type: none"> ○ %A, %B and %C or better in all subjects ○ Y7-Y9 relative gain in aspects of NAPLAN ○ Similar Queensland State Schools (SQSS). • Monitoring: <ul style="list-style-type: none"> ○ Term 1 data ○ Semester 1 data ○ Provision of interventions (ICPs) for identified students |

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



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| <p>Priority 3 Senior Assessment Tertiary Entrance (SATE) processes</p> | <ul style="list-style-type: none"> • Preparation of teachers to implement the programs – PLCs • Alignment with the P-10 Australian Curriculum • Design of tasks that allow students to succeed |
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Our initiatives include

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| <p>Strategy 1</p> <ul style="list-style-type: none"> ○ Professional learning communities <ul style="list-style-type: none"> ○ Subject based ○ Class based ○ Coaching in literacy and numeracy | <ul style="list-style-type: none"> • Revisit the school pedagogical framework and embed it as the shared language of teaching and learning • Develop teacher capability with respect to designing curriculum-aligned monitoring tasks for short-term data cycles • Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice <ul style="list-style-type: none"> • Fisher, D. & Frey, N.(2008). Better learning through structured teaching. Moorabbin, Vic, Hawker Brownlow Education. • DuFour, R. (2004). "What is a professional learning community?" Educational Leadership 61(8): 6-11. • Hopkins, D., Craig, W. & Knight, O. (2015). Curiosity and Powerful Learning. Colorado, McRel. • Knight, J. (2007). Instructional coaching: A partnership approach to improving instruction. California, Corwin Press. |
| <p>Strategy 2</p> <p>Case management to:</p> <ul style="list-style-type: none"> ○ Analyse student responses ○ Identify gaps in student learning ○ Select and agree upon strategies for improvement | <ul style="list-style-type: none"> • Develop an interdisciplinary case management approach to support students in lower, middle and upper two bands • Increase teachers’ repertoire of effective strategies for teaching text processing and comprehension across learning areas or subjects <ul style="list-style-type: none"> • Fullan, M. & Sharratt, L. (2012) Putting Faces on the Data: What Great Leaders Do!, Corwin, California, USA. • Institute of Educational Sciences (IES) 2016, Teaching Secondary Students to Write Effectively – Educator’s Practice Guide (online). • Fisher, D., et al. (2016). Text complexity: Stretching readers with texts and tasks. Thousand Oaks, California, Corwin. |
| <p>Strategy 3</p> <ul style="list-style-type: none"> ○ SATE implementation ○ Student wellbeing | <ul style="list-style-type: none"> • Develop processes to support SATE implementation, aligning curriculum and assessment in Junior secondary – a line of sight between JS and the new SATE • Employ a Youth Support coordinator to work with students to increase attendance and engagement in learning. |

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



Our school will improve student outcomes by

| Actions | Costs |
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| <ul style="list-style-type: none"> • Establishing a professional learning community of school leaders and teachers to share and evaluate strategies and their impact • Embedding the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning • Providing TRS to enable PLCs of teachers/leaders to engage in collaborative data inquiry (case management), action learning, classroom visits and professional conversations • Allocating TRS to support year level moderation and cross-year moderation working groups, twice a term, in week 2 and week 5 • provide professional development and coaching to deepen teachers' understanding of the language model that underpins the AC: English and the general capability: Literacy in order to develop subject specific literacies in the JS | \$15000 (resources) \$1345 |
| <ul style="list-style-type: none"> • Engaging the services of an experienced mentor to: <ul style="list-style-type: none"> ○ develop teacher knowledge and understanding of the P-10 Australian Curriculum (Maths, Science) content descriptions and achievement standards by designing and supporting processes for inter-school moderation ○ work with teachers to develop programs/materials to use in working with specific students on particular learning goals ○ provide professional development to staff in gradually shifting responsibility to students, monitoring techniques and extending students' thinking ○ | \$22264 |
| <ul style="list-style-type: none"> • Providing intensive support for students demonstrating high levels of achievement in Xlr8 <ul style="list-style-type: none"> ○ Increasing the % of female students electing to study STEM subjects ○ Developing teacher proficiency in coding and robotics | \$8000 |
| <ul style="list-style-type: none"> • Continuing the EPSHS Homework Club to support students by: <ul style="list-style-type: none"> ○ Funding retired teachers to assist students after school on Mondays, Wednesdays & Thursdays ○ Providing afternoon tea for participating students ○ Providing access to devices to assist learning | \$15000 |
| <ul style="list-style-type: none"> • Improving Indigenous students' literacy and numeracy , A-C results, engagement and attendance • Employing of an Indigenous Education worker | \$37354 |
| <ul style="list-style-type: none"> • Engaging with a university to deliver researched programs that improve teenagers' wellbeing, resilience and motivation | \$5000 |
| <ul style="list-style-type: none"> • Employ a Youth Support coordinator 3 days/week to support student wellbeing, resilience and motivation | \$13000 |
| Total cost | \$115 618.00 |

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* Funding amount estimated



Queensland
 Government