

# Investing for Success

Under this agreement for 2018  
North Rockhampton State High School will receive

**\$509,212\***

## This funding will be used to

Target	Measures
<p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. Guarantee 100% students have access to explicit teaching and learning of writing strategies.</li> <li>2. Increase the percentage of students achieving a 'C' standard or above in English from Semester 2 2017 to Semester 2 2018.</li> <li>3. Increase the percentage of students achieving at or above National Minimum Standards (NMS) and in Upper Two Band (U2B) in Year 7 and Year 9 Writing in NAPLAN.</li> </ol>	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ English %C or better Year 7-12, Semester 2 (2018)</li> <li>○ Year 7 NAPLAN Writing NMS &amp; U2B data (2018)</li> <li>○ Year 9 NAPLAN Writing NMS &amp; U2B data (2018)</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ English A-E</li> <li>○ NAPLAN Writing NMS &amp; U2B data from Similar Queensland State Schools (SQSS)</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Teacher planning documents and lesson observations</li> <li>○ Student feedback and work samples</li> <li>○ English A-E data</li> <li>○ NAPLAN practice tests</li> <li>○ Teacher participation in writing professional development</li> </ul> </li> </ul>
<p><b>Successful Transitions</b></p> <ol style="list-style-type: none"> <li>1. Guarantee that 99% of students exiting Year 12 will achieve either a QCE, QCIA or VET qualification.</li> <li>2. Decrease the number of early school leavers.</li> </ol>	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ 99% of students exiting Year 12 achieve a QCE/QCIA/VET qualification</li> <li>○ Number of early school leavers reduced</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Year 12 Exit data</li> <li>○ Early School Leaver numbers</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ TrackEd used to monitor student progress</li> <li>○ Academic Coaches</li> <li>○ Case management records</li> <li>○ A-E data</li> </ul> </li> </ul>

## Our initiatives include

Initiative	Evidence-base
<ul style="list-style-type: none"> <li>Implementing a school wide Writing program to provide explicit teaching and learning of writing strategies.</li> <li>Employing a Head of Department (HOD) to develop and lead the writing implementation agenda.</li> <li>Professional development for all teachers and teacher aides in the explicit teaching of writing within all subject areas.</li> <li>Purchase of resources to support the teaching of writing.</li> <li>Provision of teacher aide support within classrooms to assist students with writing support/strategies.</li> <li>Provision of planning time for teachers to - review data, develop writing improvement strategies, plan lessons collaboratively, observe other teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Collins, J. (2007). <i>The Collins Writing Program: Improving Student Performance through Writing and Thinking across the curriculum</i>. West Newbury, Massachusetts: Collins Educations Associates LLC.</li> <li>Fisher, D., Fray, N.&amp; Hattie, J. (2016). <i>Visible Learning for Literacy: Implementing the Practices that Work Best to Accelerate Student Learning</i>. Thousand Oaks, California: Corwin SAGE Publishing Company.</li> <li>Fisher, D., &amp; Fray, N. (2008). <i>Better Learning through Structured Teaching: A Framework for the Gradual Release of Responsibility</i>. Alexandria, Virginia USA: Association for Supervision and Curriculum Development.</li> <li>Edwards, J., &amp; Martin, B. (2016). <i>Schools that Deliver</i>. Thousand Oaks, California: Corwin SAGE Publishing Company.</li> </ul>
<ul style="list-style-type: none"> <li>Case Management of every student in Year 11 and 12 to ensure successful completion of program of study.</li> <li>Use of TrackEd and Academic Coaches to provide regular monitoring of student progress to ensure early intervention for students identified 'at risk'.</li> <li>Employing an additional 0.6FTE Guidance Officer to provide intervention and support measures for Students in Out of Home Care and those at risk of early disengagement from learning.</li> <li>Employing an AO2 to collate tracking data to support teachers to monitor student progress and provide early interventions for those identified as 'at risk'.</li> <li>Purchasing release time to allow identified teachers to meet with identified students to provide support and case management to improve attendance and completion.</li> </ul>	<ul style="list-style-type: none"> <li>Sharratt, L. &amp; Fullan, M. (2012). <i>Putting Faces on the Data: What Great Leaders Do!</i> Thousand Oaks, California: Corwin SAGE Publishing Company.</li> <li>Lemov, D. (2015). <i>Teach Like a Champion: 62 Techniques that Put Students on the Path to College</i>. San Francisco, California: Jossey-Bass.</li> <li>Malin, R., &amp; Hackmann, G. (n.d.). Enhancing Students' Transitions to College and Careers: A Case Study of Distributed Leadership Practice in Supporting a High School Career Academy Model. <i>Leadership and Policy in Schools</i>, 16(1), 54–79. <a href="https://doi.org/10.1080/15700763.2016.1181191">https://doi.org/10.1080/15700763.2016.1181191</a></li> <li>Gelenter, C., &amp; Prescott, N. (2009). <i>Going Places Transition Scheme: Supporting Children with Additional Needs into Secondary School</i>. Taylor and Francis.</li> <li>Goss, P., Hunter, J., Romanes, D., Parsonage, H. (2015). <i>Targeted teaching: how better use of data can improve student learning</i>. Grattan Institute: Victoria.</li> <li>Rose, R. (2017). <i>Innovative Therapeutic Life Story Work: Developing Trauma-Informed Practice for Working with Children, Adolescents and Young</i></li> </ul>



	<p><i>Adults</i>. London, United Kingdom: Jessica Kingsley Publishers.</p> <ul style="list-style-type: none"> <li>Mackie, I., &amp; MacLennan, G. (2015). <i>Nudge for Schools: Helping your Students Choose Success</i>. Fremantle, Western Australia: Vivid Publishing.</li> </ul>
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## Our school will improve student outcomes by

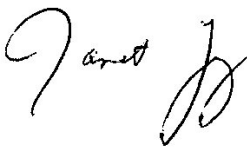
### Writing


Actions	Costs
Employing a Head of Department – Teaching and Learning	1 x FTE HOD \$145,000
Employing three additional Teacher Aides to support classroom teachers and Faculty HODS to assist with targeted interventions and the tracking of student outcomes.	3 x FTE Teacher Aide \$129,400
Purchasing professional development for Teachers and Teacher Aides in the teaching of writing	\$15,000
Purchasing literacy resources to support the whole school writing implementation plan	\$5,000

### Successful Transitions & Attendance

Actions	Costs
Employing one additional AO2 to support the Senior Schooling office to assist with the monitoring and tracking of student outcomes.	1 x FTE AO2 \$55,000
Employing an additional part-time Guidance Officer to provide intervention and support measures for Students in Care and those at risk of early disengagement from learning.	0.6.x FTE Guidance Officer \$97,000
Purchasing teacher release time to enable staff to develop and interpret school based and systemic (Year 5, 7 & 9 NAPLAN) data, collaboratively plan, develop assessment, moderate and peer review and also Case Management of identified students.	\$62,812

<b>Total</b>	<b>\$509,212</b>
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**Janet**  
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 North Rockhampton State High  
 School

  
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 Department of Education

