

Investing for Success

Under this agreement for 2018
Chinchilla State High School will receive

\$270, 623

This funding will be used to

Target	Measures
1. Improve the reading achievement of Junior Secondary students by 2019	<p>Baseline/endpoint</p> <ul style="list-style-type: none"> PAT-R (Yr6-Yr7, Yr7-Yr8, Yr8-Yr9) NAPLAN Reading: Yr7 (above NMS \geq 98%; U2B \geq 20%) Yr9 (above NMS \geq 95%; U2B \geq 20%) <p>Comparison:</p> <ul style="list-style-type: none"> PAT-R projections – 80% cohort at stanine 4 or above (DDSW benchmark) Each student achieving regional progression benchmarks Yr5-Yr7 NAPLAN Reading relative gains for matched students Yr7-Yr9 NAPLAN Reading relative gains for matched students <p>Monitoring:</p> <ul style="list-style-type: none"> Staff implementation levels of SCORE and explicit teaching of Reading P-10 Literacy Continuum (reading) used to monitor progress and plan for next steps in student learning Records from coaching, observation and feedback activities establish change in teacher practice Teacher planning includes evidence of differentiated teaching of reading demands of the curriculum area Use of reading diagnostic tools (PM Benchmarks/PROBE 2) to monitor student Reading progress
2. Improve the Writing achievement of Junior Secondary students by 2020	<p>Baseline/endpoint</p> <ul style="list-style-type: none"> NAPLAN Writing: Yr7 (above NMS \geq 92%; U2B \geq 10%) Yr9 (above NMS \geq 85%; U2B \geq 15%) %A, %B and %C of writing components within assessment across curriculum areas <p>Comparison:</p> <ul style="list-style-type: none"> Review baseline data, %A, %B and %C of writing components within assessment across curriculum areas Yr5-Yr7 NAPLAN Writing relative gains for matched students Yr7-Yr9 NAPLAN Writing relative gains for matched students 3 year (2018-2020) trend data of writing achievement across curriculum areas <p>Monitoring:</p> <ul style="list-style-type: none"> Regular cross-curriculum monitoring of writing samples Teacher planning includes evidence of differentiated teaching of Wwriting demands of the curriculum area Records from coaching, observation and feedback activities indicate change in teacher practice

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



Our initiatives include

Initiative	Evidence
1. Professional learning teams engage regional and local expertise to improve teacher capability to explicitly teach Reading and Writing.	<ul style="list-style-type: none"> Fisher, D., Frey, N., and Hattie, J. (2017) <i>Visible Learning for Literacy</i>. Thousand Oaks, California: Corwin. Fisher, D., Frey, N., and Nelson, J. (2012) <i>Literacy achievement through sustained professional development</i>. <i>The Reading Teacher</i>, 65, 551-563.
2. Ongoing professional development to assist staff in the identification and explicit instruction of the Australian Curriculum General Capabilities and SATES reforms.	<ul style="list-style-type: none"> Timperley, H. (2015), <i>Professional conversations and improvement – focussed feedback: a review of the research literature and the impact on practice and student outcomes</i>. Prepared for the Australian Institute of Teaching and School Leadership (AITSL), Melbourne.

Our school will improve student outcomes by

1. Professional learning teams engage regional and local expertise to improve teacher capability to explicitly teach Reading and Writing.
2. Ongoing professional development to assist staff in the identification and explicit instruction of the Australian Curriculum General Capabilities and SATE reforms.

Actions	Costs
Employ a 0.6FTE Deputy Principal to lead: the development of a school-wide coaching and feedback model, curriculum planning (including preparation for SATE) and PBL reforms.	\$76 969
Employ a 1.0FTE General teacher for Term 1 to assist in the design and delivery of intensive literacy and numeracy programs for identified students.	\$20 869
Employ three Teacher Aides to support identified students within intensive Reading, Literacy and Numeracy programs.	\$137 437
Targeted professional development in: SATE, Australian Curriculum General Capabilities (all staff) and Coaching and Feedback (school leaders and key staff).	\$5 000
Ongoing professional development in the explicit instruction of Reading.	\$3 000
Targeted professional development in writing – school Writing TEAM members, internal school PD and collegial visits.	\$5 348
Purchase a set of laptops to assist students in accessing online programs and resources.	\$22 000
TOTAL	\$270 623



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Chinchilla State High School



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A/Director-General
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