

Investing for Success

Under this agreement for 2019
Gympie State High School will receive

\$593,277*

This funding will be used to

Improve student outcomes across the school through:

1. High expectations for students:
 - Achievement (Improve % of Yr. 9 students attaining C or better Achievement in English (from 77% in 2018 to 80% in 2019), Mathematics (from 75% in 2018 to 80% in 2019) and Science (from 76% in 2018 to 80% in 2019)
 - Achievement (Improve % of Yr. 9 students attaining A or B Achievement in English (from 29% in 2018 to 40% in 2019), Mathematics (from 33% in 2018 to 45% in 2019) and Science (from 35% in 2018 to 40% in 2019)
 - Attendance (Improve attendance % from 85% in 2018 to 90% in 2019)
 - Behaviour (Reduce number of Student Disciplinary Absences (SDAs), major incidents and referrals from 2018 to 2019)
 - Close the Gap in Indigenous Attendance and Achievement in Years 7 – 12
2. Literacy and Numeracy Improvement and Monitoring
 - Improve % of students in Years 7 and 9 at the National Minimum Standard (NMS) in NAPLAN Reading (2015 – Yr. 7 – 96%; Yr. 9 – 93%), NAPLAN Writing (2015 – Yr. 7 – 78%; Yr. 9 – 66%) and NAPLAN Numeracy (2015 – Yr. 7 – 97%; Yr. 9 – 98%) to 100% by the end of 2019
 - Improve % of students in Years 7 and 9 achieving results in the Upper Two Bands (U2B) in NAPLAN Reading (2018 – Yr. 7 – 15%; Yr. 9 – 7%), NAPLAN Writing (2018 – Yr. 7 – 3%; Yr. 9 – 0%) and NAPLAN Numeracy (2018 – Yr. 7 – 18%; Yr. 9 – 5%) to 20% by the end of 2019
3. Senior Pathways
 - Improve the percentage of Year 12 students attaining senior certification (Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Attainment (QCIA)) from 98% in 2018 to 100% in 2019
 - Improve Vocational Education and Training (VET) Certificate II Completion rates from 70% in 2018 to 100% in 2019
 - Improve Overall Position (OP) results – OP 1 – 5 from 10% in 2018 to 20% in 2019 and OP 1 – 15 from 35% in 2018 to 81% in 2019
 - Successful implementation of New QCE and Senior Assessment and Tertiary Entrance (SATE) in 2019/2020

Our initiatives include

Initiative	Evidence-base
1. Establish a culture of high expectations and a commitment to excellence and student engagement <ul style="list-style-type: none"> • Focus on the learning and wellbeing of students and on continually improving our ability to meet the needs of all students <ul style="list-style-type: none"> ○ Student achievement tracking plan ○ Students at risk strategy ○ Closing the Gap Strategies ○ Attendance improvement strategy ○ Whole school good standing policy ○ Programs of Excellence (POEs) ○ Community engagement programs • Staff re-engagement with New Art and Science of Teaching (NASoT) <ul style="list-style-type: none"> ○ NASoT Professional Development – induction for all staff including new and 	<ul style="list-style-type: none"> • Hattie, J and Anderman, EM (eds) 2013 <i>International Guide to Student Achievement</i> Routledge, NY. • Kotter, J 2014, <i>8 Steps for Accelerating Change</i>, Kotter International • Marzano, Robert, J, 2017 <i>The New Art and Science of Teaching</i>, Solution Tree and ASCD • Mindfulness Initiative 2016 <i>Building the Case for Mindfulness in the Workplace</i> www.themindfulnessinitiative.org.uk • Tomlinson, C. A. (2011). <i>Leading and Managing A Differentiated Classroom</i>. Hawker Brownlow Education. Victoria, Australia. • Australian Institute for Teaching and School Leadership (AITSL). (2011) <i>The national professional standards for teachers</i>. Retrieved from http://www.teacherstandards.aitsl.edu.au/static/docs/AITSL_National_Professional.

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



**Queensland
Government**

<ul style="list-style-type: none"> o beginning teachers o Development and enactment of observation and feedback schedules o Completion of Instructional Rounds involving all staff o Professional learning communities (PLCs) 	<ul style="list-style-type: none"> • Council of Australian Governments (COAG) (2011). <i>National Disability Strategy 2010-2020</i>.
2. Continue Literacy and Numeracy improvement strategy through resourcing, mentors and collegial engagement across Years 7-10 to build capability of teachers	<ul style="list-style-type: none"> • Sharratt, L, & Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, US • Tomlinson, C. A., Brimijoin, K. & Narvaez, L. (2008). <i>The Differentiated School; Making Revolutionary Changes in Teaching and Learning</i>. Hawker Brownlow Education. Victoria, Australia. • Christensen, C, 2005, <i>Literacy program to build children's reading skills - Reading LINK-Decoding</i>, sourced from https://www.uq.edu.au/news/article/2005/11/literacy-program-build-children%E2%80%99s-reading-skills
3. Establish effective school processes, including establishing case management and professional learning teams (PLTs) in implementation of the Australian Curriculum (AC), NEW QCE and Vocational Education and Training (VET)	<ul style="list-style-type: none"> • DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria. • DuFour, R and Fullan, M 2013 <i>Cultures built to last: systemic PLCs at Work</i> Hawker Brownlow Education, Victoria. • Kerr J, 2013, <i>Legacy: What the All Blacks can teach us about business and life</i>, Little and Brown • Sharratt, L, 2019 <i>Clarity: What matters most in learning, teaching and leading</i>, Corwin, California, US

Our school will improve student outcomes by

Initiative	Approximate cost
Employ Literacy .5 Full Time Equivalent (FTE) and Numeracy (.5 FTE) mentors to work with the Junior School to build capability of teachers and students of Years 7-10 English and Mathematics Reading Focus classes in Junior Secondary using Carol Christensen Program – reduced class size supported by (.5 FTE)	\$149,200
Employ and train literacy/numeracy and learning support teacher aides	\$85,000
Employ 1 FTE Head of Department to support Junior Behaviour Management Processes and Student Welfare and Engagement	\$145,000
Allocate Teacher Relief Scheme (TRS), resources and professional development to support improvement in Numeracy Teaching and Learning; Professional Development for Staff in school priority areas including Literacy and Numeracy	\$59,000
Market and grow Programs of Excellence and Signature Programs in Science and Maths, Music, Rural Industries and Computer Coding through resourcing, staffing, talent identification and IT support	\$17,000
Senior Secondary Improvement Agenda through new QCE, the QCE improvement Plan including Academic Coaches, TRS support, Resources, Senior Education and Training Plan TRS release, Investing in tracking technology, digital resources and software to support the individual case management of students; SATs co-ordination	\$68,000
Support Student Engagement through funding programs including Community Partnerships to target, support and engage at risk students; Student support and Welfare Programs; Attendance initiatives and incentives	\$40,000
Key learning Area Specific resourcing for Literacy (reading and writing) and Numeracy; Australian Curriculum and New QCE Implementation.	\$30,000
Total	\$593,200

*Costs are approximate.



Anthony Lanskey
Principal
Gympie State High School



Tony Cook
Director-General
Department of Education

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



Queensland
Government