

Investing for Success

Under this agreement for 2022
Gympie State High School will receive

\$601,308*

This funding will be used to

Improve student outcomes across the school through:

- High expectations for students':
 - Achievement (Improve % of Yr. 9 students attaining **C or better Achievement** in English (from 82% in 2021 to 90% in 2022), Mathematics (from 71% in 2021 to 90% in 2022) and Science (from 86% in 2021 to 90% in 2022))
 - Achievement (Improve % of Yr. 9 students attaining **A or B Achievement** in English (from 33% in 2021 to 50% in 2022), Mathematics (from 39% in 2021 to 50% in 2022) and Science (from 51% in 2021 to 55% in 2022))
 - Achievement (Reduce rate of **Not Rated** on Semester Reports from .7% in 2021 to .5% in 2022)
 - **Attendance** (Improve attendance % from 83% in 2021 to 90% in 2022)
 - **Behaviour** (Reduce number of Student Disciplinary Absences (SDAs), major incidents, average daily incidents per student and referrals from 2021 to 2022); 2020 SDA rate for all students was 45; SWD was 109)
 - **Close the Gap** in Indigenous Attendance (From 5% in 2021 to 0% in 2022), Achievement (From 4% in 2021 to 0% in 2022) and NAPLAN MSS in Yr 9 Reading (From 21 in 2021 to 0 in 2022); Numeracy (From 21 in 2021 to 0 in 2022).
 - Support retention Years 10 – 12
- Literacy and Numeracy Improvement and Monitoring
 - Improve % of students in Years 7 and 9 at the National Minimum Standard in Reading (2021 – Yr. 7 – 92%; Yr. 9 – 89%), Writing (2021 – Yr. 7 – 86%; Yr. 9 – 79%) and Numeracy (2019 – Yr. 7 – 93%; Yr. 9 – 99%) to 100% by the end of 2022
 - Improve % of students in Years 7 and 9 in the Upper Two Bands (U2B) in Reading (2021 – Yr. 7 – 19%; Yr. 9 – 14%), Writing (2021 – Yr. 7 – 10%; Yr. 9 – 8%) and Numeracy (2021 – Yr. 7 – 18%; Yr. 9 – 11%) to 20% by the end of 2022
- 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 99% in 2021 to 100% in 2021
 - Maintain 100% completion of QCE for Indigenous Students
 - Improve VET Certificate Completion rates from 85% in 2019 to 100% in 2022



Our initiatives include

Initiative	Evidence-base
<p>1. Establish a culture of high expectations and a commitment to excellence and student engagement</p> <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 at risk strategy ○ HOD Student Support ○ Guidance Officer Social Emotional Welfare (GOSEW) ○ Closing the Gap Strategies ○ Attendance improvement strategy ○ Whole school good standing policy ○ Programs of Excellence (POEs) ○ Gateways to Success Program ○ Community engagement programs • Staff engagement in intentional collaboration initiatives <ul style="list-style-type: none"> ○ NAsoT Professional Development – induction for all staff including new and beginning teachers ○ Development and enactment of observation and feedback schedules ○ Development of Proficiency Scales ○ GOLD Time Professional learning Teams (PLTs) – <u>Moderation, Case Management and Differentiation</u> 	<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, 8 Steps for Accelerating Change, 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 • 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 • Van Cuylenburg, H (2019), <i>The Resilience Project</i>, Penguin Random House • Collins, J (2019) <i>Turning the Flywheel</i>, Penguin Random House, London • Duckworth, A (2017) <i>GRIT: Why passion and resilience are the secrets to success</i>, Penguin Random House, London
<p>2. Continue Literacy and Numeracy improvement strategy through resourcing, mentors and collegial engagement across Years 7 – 10 to build capability of teachers in:</p> <ol style="list-style-type: none"> a. Writing – especially writing on demand b. Reading c. Numeracy 	<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 • 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
<p>3. Build staff capacity through professional development and use of effective school processes, including establishing case management and professional learning teams (PLTs) in implementation of whole school approaches to moderation, differentiation and case management of students</p>	<ul style="list-style-type: none"> • Collins, J 2019, <i>Turning the Flywheel</i>, Penguin London • 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. • Sharratt, L, 2019 <i>Clarity: What matters most in learning, teaching and leading</i>, Corwin, California, US • Sonnemann, J., and Haywood, A. (2022), <i>Making time for great teaching: a guide for principals</i>. Grattan Institute



Our school will improve student outcomes by

Initiative	Approximate cost
Literacy and Numeracy Improvement <ul style="list-style-type: none"> Continue Literacy and Numeracy mentors to work with the Junior School to build capability of teachers and students of Years 7-10 English and Mathematics – literacy focus reading and ‘On-demand writing’; Employ literacy/numeracy and learning support teacher aides (2 FTE); resourcing to support literacy and numeracy priority 	\$199,440
Staff Professional Growth <ul style="list-style-type: none"> Allocate resources for professional development and intentional collaboration including TRS, to support staff capacity in school priority areas including VET Compliance, Case Management, Differentiation and Moderation. 	\$29,110
Senior Secondary Improvement Agenda <ul style="list-style-type: none"> QCE Improvement Plan including case management of students at risk, Indigenous Senior completion focus, TRS support, Resources, Senior Education and Training Plan TRS release, Investing in resources to support the SATs co-ordination, VET compliance and QCAA requirements (1 FTE Teacher Aide) 	\$88,055
Commitment to Excellence and Student Engagement <ul style="list-style-type: none"> Community Partnerships programs to target, support and engage at risk students; extra Guidance Officer (GO) funding, Close the Gap initiatives, Student support and welfare programs; attendance initiatives and incentives, anti-bullying software, Support for disengaged students to access programs, camps and excursions 	\$186,555
Student Engagement – Curriculum <ul style="list-style-type: none"> Employ extra GO (.2); Guidance Officer Social and Emotional Welfare (GOSEW) (.25 FTE); Attendance Officer (1 FTE Teacher Aide), Community Education Counsellor – Identified (.4 FTE) and supporting resources 	\$98,148
Total	\$601,308



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Gympie State High School



Michael De'Ath
Director-General
Department of Education



**Queensland
Government**