

Investing for Success

Under this agreement for 2021
Gympie State High School will receive

\$563,659*

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 80% in 2019 to 90% in 2021), Mathematics (from 67% in 2019 to 90% in 2021) and Science (from 78% in 2019 to 90% in 2021)
 - Achievement -Improve % of Yr. 9 students attaining A or B Achievement in English (from 35% in 2019 to 50% in 2021), Mathematics (from 36% in 2019 to 50% in 2021) and Science (from 33% in 2019 to 50% in 2021)
 - Achievement (Improve rate of Not Rated on Semester Reports from 2.3% in 2019 to 1% in 2021)
 - Attendance (Improve attendance % from 84% in 2019 to 90% in 2021)
 - Behaviour (Reduce number of Student Disciplinary Absences (SDAs), major incidents and referrals from 2019 to 2021)
 - Close the Gap in Indigenous Attendance (From 6% in 2019 to 0% in 2021) and Achievement (From 8% in 2019 to 0% in 2021)
- Literacy and Numeracy Improvement and Monitoring
 - Improve % of students in Years 7 and 9 at the National Minimum Standard in Reading (2019 – Yr. 7 – 94%; Yr. 9 – 89%), Writing (2019 – Yr. 7 – 89%; Yr. 9 – 70%) and Numeracy (2019 – Yr. 7 – 99%; Yr. 9 – 98%) to 100% by the end of 2021
 - Improve % of students in Years 7 and 9 in the Upper Two Bands (U2B) in Reading (2019 – Yr. 7 – 18%; Yr. 9 – 12%), Writing (2019 – Yr. 7 – 10%; Yr. 9 – 6%) and Numeracy (2019 – Yr. 7 – 19%; Yr. 9 – 11%) to 20% by the end of 2021
- 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 2019 to 100% in 2021
 - Maintain 100% completion of QCE for Indigenous Students
 - Improve VET Certificate Completion rates from 85% in 2019 to 100% in 2021

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 at risk strategy ○ Success Coach ○ 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 	<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 • Queensland: a state of learning; School Improvement Unit 2018 annual report; State of Queensland (Department of Education) 2019 • 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



<ul style="list-style-type: none"> ○ Development and enactment of observation and feedback schedules ○ Completion of Instructional Rounds involving all staff ○ Development of Proficiency Scales ○ GOLD Time Professional learning Teams (PLTs) – Moderation, Case Management and Differentiation 	<ul style="list-style-type: none"> • Council of Australian Governments (COAG) (2011). <i>National Disability Strategy 2010-2020</i>. • Van Cuylenburg, H (2019), <i>The Resilience Project</i>, Penguin Random House
<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> <ul 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 • 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
<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"> • 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
<p>1. Literacy and Numeracy Improvement</p> <p>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</p>	\$162,790
<p>2. Staff Professional Growth</p> <p>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.</p>	\$20,000
<p>3. Senior Secondary Improvement Agenda</p> <p>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)</p>	\$44,000
<p>4. Commitment to Excellence and Student Engagement</p> <p>Community Partnerships programs to target, support and engage at risk students; 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</p>	\$105,158
<p>5. Success Coach and GOSEW Initiative</p> <p>Employ HOD –Success Coach(.75 FTE); Guidance Officer Social and Emotional Welfare (GOSEW) (.25 FTE); Attendance Officer (1 FTE Teacher Aide) and supporting resources</p>	\$231,711
Total	\$563,659



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Gympie State High School



Tony Cook
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**Queensland
Government**