

# Investing for Success

**Under this agreement for 2016  
Sunnybank State High School will receive**

**\$694,035\***

## This funding will be used to

Continue to further our school's explicit improvement agenda and commitment to student outcomes for 2016, including:

- attain the percentage of year 7 students at or above NAPLAN NMS for Reading at 90% and increase the U2B from 6.4% (2015) to 8% (2016)
- attain the percentage of Year 7 students at or above NAPLAN NMS for Numeracy to 90% and increase the percentage of students achieving in U2B from 5% (2015) to 8% (2016)
- increase the percentage of Year 9 students U2B to 6% and continue to achieve the percentage of year 9 students at or above NAPLAN NMS for Reading of 70% and above
- increase the percentage of Year 9 students U2B Numeracy to 5% and attain the percentage of students at or above NAPLAN NMS for Numeracy at 85% and above
- continue to attain the school-wide percentage of students achieving C or above average across all subjects at 75% or above
- increase the number of students moving from stanines 1 – 3 in PAT R and PAT M into stanines 4-6 by 10%
- Every student accessing a different year level curriculum (with an Individual Curriculum Plan) will achieve a C standard or above against the relevant year level achievement standard
- Increase and maintain school-wide attendance rate at or above 91.2% across Years 7-12
- Increase the percentage of EAL/D learners in Junior Secondary improving in reading and/or writing by at least one bandscale to 85% for those whom have accessed the EAL/D program for one year.

## Our initiatives include

- continue to refine the school's ASoT pedagogical framework (implementation process, evidence of practice/line of sight to ensure consistency of practice and school-wide adoption), in particular: classroom procedures, learning goals and integration of new knowledge
- further implement a consistent, school-wide approach to our ASoT observation and feedback protocols
- build a culture of sharing pedagogical practice through ongoing staff presentations, whole of staff sharing strategies, classroom observations, walkthroughs and feedback
- develop a shared understanding of 'data literacy' and support teachers and leadership teams to effectively use data to inform targeted teaching
- instigate a school-wide professional learning teams approach whereby staff work in teams to engage in datasets, case manage students, implement and review strategies in a cyclic manner to lift student outcomes and to build consistent pedagogical practices.
- develop teacher knowledge and understanding of the P-10 Australian Curriculum content descriptions and achievement standards by implementing the school's quality assurance model

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- develop teachers' capability to design and deliver age-appropriate highly individualised curriculum plans to students using the general capabilities of the Australian Curriculum
- implement an instructional coaching model to build drive the school's explicit improvement agenda
- continue to implement the school's intervention reading program (corrective reading) for identified students requiring additional support
- implement the school's NAPLAN Booster program to Year 7 and 9 students to enhance Literacy skills acquisition
- continue to facilitate additional literacy enhancement opportunities for identified students eg, FLI classes, Turbo Time
- continue to develop, introduce and refine the school's Literacy action plan, utilising the Master Teacher to facilitate and prioritise the teaching of literacy within the school's curriculum.
- reinforce the explicit teaching of general capabilities in literacy as identified in the Australian Curriculum across all learning areas
- provide targeted professional development to support common pedagogy around the explicit teaching of literacy across all curriculum areas
- continue to implement a whole school approach to reading (before, during and after reading). Continue to mobilise R2L Action team with continued professional development offered to new team members. Integrate coaching model.
- implement consistent tracking and monitoring mechanisms of data and testing instruments (PAT-R and PAT-M) as part of a whole school data plan in order to set targets, goals and inform strategies
- Analysis and use of datasets to set literacy and numeracy targets, goals and strategies across the curriculum (NAPLAN practice tests, NAPLAN test, Diagnostic testing, Student achievement)
- work in partnership with Pathways Coordinator to identify students at risk of not meeting literacy requirements for QCE and propose strategies to see successful attainment
- facilitate the implementation of numeracy strategies across the curriculum (Polya's problem solving)
- continue the facilitation of embedding numeracy elements in unit plans across the curriculum (Years 9 and 10), creating numeracy moments to help improve student outcomes
- implement the NAPLAN Booster program across years 7 and 9 incorporating elements of Metro 20 questions and past NAPLAN questions
- continue the targeted intervention numeracy program (Direct Instruction) to improve students' fluency and automaticity in numeracy
- continue building staff capacity through involvement in professional development and tailored learning opportunities (QCAA, Learning You, internal PD) to create specialist numeracy teams across the school
- continue the appointment of a Numeracy Coach (.5FTE) to support the coaching of teachers to plan and implement numeracy moments across the curriculum
- introduce the new case management approach to students who are on a QCE or QCIA pathway
- continue to apply appropriate interventions, case management and transition opportunities to ensure Senior students remain on track for QCE and QCIA attainment and develop an interdisciplinary case management approach to supporting students at risk of leaving school before Year 12
- develop an interdisciplinary case management approach involving parents, school and community to support Indigenous students on a QCE or QCIA pathway
- continue to implement formalised structures, strategies and processes to support and maintain increased student attendance (PBL, Engagement Officer, weekly attendance monitoring)

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## Our school will improve student outcomes by

Actions	Expenditure
Employ a Master Teacher to facilitate and prioritise the teaching of Reading within the school's curriculum and pedagogical framework	Existing FTE (State Funded)
Employ a Junior Secondary HOD to facilitate the school's explicit improvement agenda in the junior phase and to track and monitor students' achievement	\$118 387
Appoint a Numeracy Coach 0.5FTE to complement the school-wide Numeracy improvement agenda	\$52 657
Employ a primary-middle years teacher to deliver targeted programs for identified junior secondary students and those on Individualised Curriculum plans	\$87 570
Employ Teacher Aides to: <ul style="list-style-type: none"> <li>provide additional learning support to identified students</li> <li>provide additional literacy and numeracy support in targeted programs</li> <li>enhance curricula and skill acquisition</li> </ul>	\$34 650
Implement a school-wide approach to the rigorous monitoring and tracking of every child from Years 7 -12 through creating time, space, systems (TrackEd) and flexibility to engage in teams to review, analyse data and meet with key stakeholders	\$30 000
Employ an Engagement Officer to track and monitor student attendance and further enhance school-community interaction	\$42 780
Employ a Youth Support Co-ordinator for an additional 0.7FTE to focus on youth transition, retention, pathways and re-engagement of early school leavers through enhance support structures, engagement of agencies and minimizing barriers to learning.	\$51 160
Employ an Industry Liaison Officer 1FTE to support Senior Students' traineeship pathways, build industry partnerships and support the ongoing tracking of Senior Students	\$63 785
Employ the appointed Indigenous Support Officer and expand role by .6FTE to also include targeted enrichment programs for identified students	\$56 952
Employ a Marketing and Promotions officer to further profile the school and enhance school-community partnerships	\$58 248
Employ an Administrative Officer to help support and facilitate the school's explicit improvement agenda	\$50 000
Invest in the ongoing capacity building of staff through professional development and inclusion of programs, facilities and resources linked to the school's priority areas and improvement agenda, including R2L, DI, Corrective Reading, Numeracy HUB, Instructional coaching, ASoT, Pathway offerings and Digital Technologies/Literacies	\$47 846

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A handwritten signature in black ink that reads "Tracey Cook".

**Tracey Cook**  
Principal  
Sunnybank State High School

**Dr Jim Watterston**  
Director-General  
Department of Education and  
Training