

Investing for Success

Snapshot report

Under the Investing for Success Agreement for 2016 Sunnybank State High School received

\$694, 035

Our full 2016 agreement can be found at:

<https://sunnybanshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/2016%20I4S%20Sunnybank%20State%20High%20School.pdf>

Our school initiatives are on track to meet or exceed our targets

During 2016, we focused on maximising the benefits of this funding for our students. After reviewing our 2016 *Investing for Success* agreement, it is clear that we are on track to meet or exceed our targeted student outcomes. We continue to implement our initiatives to ensure that every student succeeds.

Initiatives implemented include:

- Continued implementation of 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
- 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
- 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.
- Implementation of the school's intervention reading program (corrective reading) for identified students requiring additional support
- Implementation of the school's NAPLAN Booster program to Year 7 and 9 students to enhance Literacy skills acquisition
- Targeted Literacy enhancement opportunities for identified students eg, FLI classes, Turbo Time
- Professional development to support common pedagogy around the explicit teaching of literacy across all curriculum areas

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- A whole school approach to reading (before, during and after reading). Continued to mobilise R2L Action team with continued professional development offered to new team members. Integrate coaching model.
- 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)
- Implementation of numeracy strategies across the curriculum
- Numeracy elements embedded in unit plans across the curriculum (Years 9 and 10), creating numeracy moments to help improve student outcomes
- continue the appointment of a Numeracy Coach (.5FTE) to support the coaching of teachers to plan and implement numeracy moments across the curriculum
- 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
- continue to implement formalised structures, strategies and processes to support and maintain increased student attendance (PBL, Engagement Officer, weekly attendance monitoring)

As a result, some of our key achievements in 2016 have included:

- exceeding our target (8%) of the percentage of students achieving in the U2B for NAPLAN Numeracy in Year 7 from 5% (2015) to 13.2% (2016)
- exceeding our target (8%) of the percentage of students achieving in the U2B for NAPLAN Reading in Year 7 from 6.4% (2015) to 10.5% (2016)
- exceeding our school-wide academic achievement target, with the percentage of students achieving C and above reading over 80%
- exceeding our school-wide attendance rate (91.2%) across Years 7-12
- exceeding the percentage (85%) of EAL/D learners in Junior Secondary improving in reading and/or writing by at least one bandscale to 89%
- exceeding the number of students moving from stanines 1-3 in PAT R and PAT M from 10% (target) to 17% and 18%