

Investing for Success

In 2023 Kenmore State High School will receive

\$528681*

This funding will be used to

- Provide staffing supports to improve capacity in all teaching teams through instructional coaching which focuses on the use of high impact teaching strategies in every classroom. This includes 1:1 teacher coaching, faculty supports and whole school alignment in teaching and learning (specifically unit goal alignment, student tracking, formative assessment and feedback processes).
- Support targeted groups of students to lift; specifically targeting those students deemed academically at risk in both the junior and senior school.
- Support targeted groups of students to lift reading outcomes for students with a disability.
- Support teachers to plan interventions for numeracy.

Our initiatives include

Targets	Measures
Engagement of 3 FTE equivalent Pedagogical Coaches to support and develop capacity in teaching teams.	<ul style="list-style-type: none"> ○ 100% of teachers engage in pedagogical coaching cycles (4 per year) ○ Improvement in A-C data across 7-12 class groups ○ Improvement in data for students identified by teachers (at risk, engagement issue, A-E targets)
Financial contributions to employ 1.2 FTE teaching staff to support academically at risk students across both the junior and senior schools to achieve in core subjects (junior) or obtain a QCE (senior).	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> ○ 100% students receiveing a QCE in Yr 12 ○ Identified “at risk students” achievieng a C grade or better in core subjects in the junior school <p>Monitoring:</p> <ul style="list-style-type: none"> ○ Number of students academically at risk across Yr 11/12, Yr 7-9 ○ Staff intervention resources and planning ○ Student feedback
To increase the reading ability of identified students in Years 7,8,9	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> ○ Triangualte data using data sets including teacher comment/referral, diagnostic reports and National Minimum Standars (NMS) and Below National Minimum Standard (BNMS) for targeted students in Yr 7,8,9 ○ Norm-referenced diagnostic assessments Semester 2, 2022 to Semester 2, 2023. ○ Students maintain or improve their reading scores from Yr 7-9. ○ Triangualte data using data sets NAPLAN Reading data from State, National and Similar Qld State Schools ○ Students reading ability on the LLI Reading levels ○ Reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain. Leveled Literacy Intervention Resources- implementation of reading program across Yr 7-9 ○ Tracking of reading and writing improvements by STLaN

*Funding amount estimated on 2021 data. Actual funding will be determined after 2022 enrolment data are finalised. Actual expenditure may vary due to changes in finalised 2022 enrolment data and student learning needs.



Initiative	Evidence
<ul style="list-style-type: none"> Engagement of three Pedagogical Coaches to support and develop capacity in teaching teams. Employ 1.2 FTE teaching staff to support academically at risk students across both the junior and senior schools to achieve in core subjects (junior) or obtain a QCE (senior). To increase the reading ability of identified students in Years 7,8,9 	<ul style="list-style-type: none"> Knight,J., 2007 <i>Instuctional Coaches</i>, Corwin,California, USA Knight, J 2011 <i>Unmistakable Impact</i> Corwin, California, USA Knight, J 2013 <i>High-Impact Instruction</i>, Corwin, California, USA Hattie,J., 2009 <i>Visible Learning A Synthesis of over 800 meta-analyses relating to Achievement</i>, Routledge, New York,USA AITSL. <i>Coaching toolkit for teachers. (2017)</i> ACER. <i>A guide to support coaching and mentoring for school improvement. (2016)</i> The Impact Cycle (Knight 2017) GROWTH Coaching International (2020) The Impact Cycle (Jim Knight, 2020) Caroline McCarty (2020) data collection 4D Reichert,M.,Hawley,R.,Tyre,P 2010 <i>Reaching Boys, Teaching Boys Strategies that Work and Why</i>, Wiley, USA <i>Fountas and Pinnell Levelled Literacy (LLI) Program: HEINEMANN Leveled Literacy Intervention (LLI) Reading Progress for Special Education LLI students 2009–2010. Results suggest that LLI is an effective short-term intervention for struggling readers who have an IEP for Reading or other categories.</i>
<ul style="list-style-type: none"> To design a plan to intervene with students 7-9 re numeracy and increase outcomes in A-E in maths. 	<ul style="list-style-type: none"> Hattie, Fisher & Frey (2017) <i>Visible Learning in Mathematics</i>

Our school will improve student outcomes by

Actions	Cost
Employ 3.6 Pedagogy Coaches to support staff across all faculties (3 FTE) (minus 1.6 equivalent teaching load contribution back to the school)	\$375 000
Employ Reading Teacher Aide to work in Teaching and Learning Support (TALS) 27 hours	\$50 000
Employ 1.2 FTE teachers to support students at risk in the senior school hub (0.6FTE) and a teacher to support students at risk in the junior school hub (0.6FTE). Return FTE to staffing pool with teaching lines for both positions (Totaling 0.6 lines of teaching).	\$75 000
Whole school PD for new teachers to the school: high impact instruction – delivered through the DOL HUBS	\$23 000
Writing Project – TRS funds for teachers offline to collaborate.	\$4 000
Numeracy Project allocation for targeted project design for 2024	\$1 681
TOTAL	\$528 681

