

# Investing for Success

Under this agreement for 2020  
Kenmore State High School will receive

**\$485417.00\*2019**

## This funding will be used to

Target	Measures
<ul style="list-style-type: none"> <li>Increase the number of students achieving above National Minimum Standards (NMS) in Reading and Writing on the 2020 NAPLAN assessments for Yr 7 and Yr 9.</li> </ul>	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> <li>Continuation of Reading Enrichment classes (REN) based on NMS and BNMS data for targeted students in Yr 7,8,9</li> <li>Norm-referenced diagnostic assessments Semester 2, 2019 to Semester 2, 2020.</li> <li>Reading at or above NMS in Yr 7 98.9 and in Yr 9 98.8 in 2018(Baseline)</li> <li>Students maintain or improve their writing scores from Yr 7-Yr 9.</li> <li>Teacher efficacy and skills in the 10 areas of writing in NAPLAN and confident to deliver writing tasks that target students strengths and weaknesses.</li> </ul> <p>Comparison:</p> <ul style="list-style-type: none"> <li>NAPLAN Reading data from State, National and Similar Qld State Schools</li> </ul> <p>Monitoring:</p> <ul style="list-style-type: none"> <li>Reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain.</li> <li>Leveled Literacy Intervention Resources- implementation of reading program across Yr 7-9</li> <li>Tracking of reading and writing improvements by STLaN and coaches.</li> </ul>
<ul style="list-style-type: none"> <li>Increase the number of students with an EAL/D backgrounds receiving an A-C.</li> </ul>	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> <li>English C or better Semester 2, 2019 to English C or better Semester 2, 2020</li> </ul> <p>Comparison:</p> <ul style="list-style-type: none"> <li>English A-E from Similar Queensland State Schools (SQSS)</li> </ul>



	<p>Monitoring:</p> <ul style="list-style-type: none"> <li>○ Number of students bandscaled in One School</li>   <li>○ Teacher planning documents</li> <li>○ Teacher Aide intervention resources and planning</li> <li>○ Student feedback and work samples</li> <li>○ English A-E data</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure that 100% of students in Yr 12 exiting with QCE/QCIA</li> </ul>	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> <li>○ 100% QCE/QCIA in 2018</li> <li>○ 100% QCE/QCIA in 2019</li> </ul> <p>Comparison:</p> <ul style="list-style-type: none"> <li>○ Similar Queensland State School (SQSS) data</li> </ul> <p>Monitoring:</p> <ul style="list-style-type: none"> <li>○ At Risk students register</li> <li>○ At Risk student and Student Support Meetings and referrals from Head of Senior Schooling</li> <li>○ At Risk students assigned to a Case manager to meet with them and check on progress in identified areas</li> <li>○ QCE Support teacher role to work with students at risk achieve identified goals</li> <li>○ Teacher Aide appointed to assist identification, monitoring and program implementation for at risk students.</li> <li>○ Track Ed and data walls used to monitor students</li> </ul>

**Our initiatives include**

Initiative	Evidence
Continuation of a case management approach to support EAL/D students with teacher and teacher aide	<ul style="list-style-type: none"> <li>• Sharratt, L. &amp; Fullan M, 2012 <i>Putting Faces on the Data: What Great Leaders Do!</i>, Corwin, California, USA</li> </ul>
Engagement of up to three Instructional Coaches (HOC Level) to support and develop our school's collegial engagement model to improve students writing and curriculum results.	<p>Knight, J., 2007 <i>Instructional Coaches</i>, Corwin, California, USA</p> <p>Knight, J 2011 <i>Unmistakable Impact</i> Corwin, California, USA</p> <p>Knight, J 2013 <i>High-Impact Instruction</i>, Corwin, California, USA</p>



	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>
<ul style="list-style-type: none"> <li>Invest in building teachers capacity to improve pedagogical practices (within the classroom) that impact on and improve engagement of our targeted areas- <i>Cruisers and Boys</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Reichert, M., Hawley, R., Tyre, P 2010 <i>Reaching Boys Teaching Boys Strategies that Work and Why</i>, Wiley, USA</li> </ul>
<ul style="list-style-type: none"> <li>Invest in building teacher capacity to improve teacher efficacy and differentiation strategies to increase inclusive practices in classrooms with co teaching as a model of two teachers planning, delivering and assessing in a regular classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Kluth, P., &amp; Causton, J, 2016 <i>30 Days to the Co-Taught Classroom</i>, USA</li> <li>Murawski, W, W., 2009 <i>Collaborative Teaching in Secondary Schools</i>, Corwin, California USA.</li> </ul>

### Our school will improve student outcomes by

Actions	
<ul style="list-style-type: none"> <li>Employ 3 instructional coaches ( HOD) - Engagement of up to three Instructional Coaches ( HOC Level) to support and develop our school's collegial engagement model to improve students writing and curriculum results.</li> </ul>	\$366,000
<ul style="list-style-type: none"> <li>Collaboration time teaching pairs to meet and discuss differentiation support strategies to target NCCD students - co teaching meetings on data and student improvement in line with EIA</li> </ul>	\$25,000
<ul style="list-style-type: none"> <li>Employ EAL/D Teacher Aide –(0.5 of a role) - 14hrs</li> </ul>	\$25,500
<ul style="list-style-type: none"> <li>Employ Pathways Teacher Aide to support at risk students in the Senior School- 0.5</li> </ul>	\$25,500
<ul style="list-style-type: none"> <li>Purchase Resources for Cog Med/Fast4Word program to assist students with disabilities.</li> </ul>	\$3,200
<ul style="list-style-type: none"> <li>Reading Aide – (0.75 of a role) - 21hrs</li> </ul>	\$40,000
<ul style="list-style-type: none"> <li>4D Workshop- Teacher focus on strategies to reach EIA targets in relation to Cruisers and Boys engagement and achieving in classes.</li> </ul>	\$25,000
<ul style="list-style-type: none"> <li>Resources –Physical and Professional Development for staff</li> </ul>	
TOTAL	



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Kenmore State High School



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Kenmore State High School



**Queensland  
Government**