

# Investing for Success

## Under this agreement for 2022 Nerang State High School will receive

**\$450,685\***

### This funding will be used to

- Ensure the percentage of Years 7-9 students achieving at an A-C level is above 82% in 2022.
- Ensure the percentage of Years 7-9 students achieving at an A-B level is above 50% in 2022.
- Increase the percentage of students meeting the NAPLAN National Minimum Standard in reading from 87% to 90% in Year 7 and 72% to 75% in Year 9 (by 2023).
- Ensure the percentage of Year 12 Students achieving a QCE is at 95%.
- Increase the percentage of Year 12 Students attaining an ATAR of  $\geq 65.0$  to 76%.
- Enact the 2022 plan for implementing our new pedagogical framework.
- Build on our digital planning (master-books) to incorporate accessing digital texts, using online platforms, curriculum differentiation and sharing high impact pedagogy.
- Increase student engagement in learning as measured by a 2% increase in attendance, to 85%.

### Our initiatives include

- Enhance teacher capability to improve student performance in the area of Writing through focused coaching and professional development.
- Provide Teacher Aides to enhance Learning Support for students in Literacy in Year 7-9. Continue the 'Nerang Reading Project' (volunteers), Lexia Reading and Reading Link programs, targeting students with low literacy levels.
- Provide professional learning time for implementing the new pedagogical framework.
- Employ teachers as the Technology and Pedagogy Assistance team ('The TaPAs') to provide focussed professional learning and support for the enhanced use of digital platforms and high impact pedagogical practices.
- Provide time for the school curriculum planners to develop and incorporate digital texts, online platforms and high impact pedagogy in master-books.
- Employ Deans (of Student Engagement) to work with students, teachers & parents through the provision of proactive intervention programs supporting students in modifying their behaviours, to be better learners with increased rates of attendance. Also, provide additional Guidance Officer and Administration support for the Student Engagement team.

### Evidence-base

- Knight, J. (2009). Instructional coaching - A Partnership approach to improving instruction, Victoria: Hawker Brownlow.
- Stuart, M and Stainthorp, R. (2015). Reading Development and Teaching. London, UK: Sage Publishing Ltd.
- Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement, Oxon, UK: Routledge
- Sharratt, L & Fullan, M. (2012). Putting FACES on the Data: What Great Leaders Do!, California, USA: Corwin.
- Rogers, B. (2007). Behaviour Management: A Whole-School Approach 2nd Ed, London, UK: SAGE Publishing Ltd.
- Marzano, R.J. (2017). The New Art and Science of Teaching, Bloomington, IN: Solution Tree Press.



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## Our school will improve student outcomes by

Actions	Costs
<ul style="list-style-type: none"> <li>Employing 0.9 FTE Technology and Pedagogy Advisors (TaPAs) to support and train teachers in embedding high impact strategies, aligned to new pedagogical framework, in unit planning (inclusive of master-books and digital platforms). <i>(2x 0.45 FTE)</i></li> </ul>	\$74 250
<ul style="list-style-type: none"> <li>Allocating planning time for junior school Subject Coordinators to embed new ASOT strategies in the pedagogical approaches developed in the units of learning (master-books). <i>(1TRS/Coordinator/Term x Terms 1,2,3)</i></li> </ul>	\$28 800
<ul style="list-style-type: none"> <li>Providing additional Teacher Aide time (2.4 FTE) to support students (and teachers) in Reading and Writing in targeted junior secondary school Learning Support classes and programs.</li> </ul>	\$132 685
<ul style="list-style-type: none"> <li>Employing a coordinator for the Nerang Reading Project to liaise with volunteers, and staff in the provision of individual student support to build phonemic awareness and improved reading strategies for low level readers.</li> </ul>	\$15 000
<ul style="list-style-type: none"> <li>Allocate TRS to release teaching staff to engage with Heads of Department as Coaches in embedding reading pedagogies and identified ASOT Design Questions. <i>(4 Lessons / Teacher)</i></li> </ul>	\$19 200
<ul style="list-style-type: none"> <li>Employing 5 x 0.4 FTE Deans with expertise in the area of behaviour management and student engagement, providing proactive intervention and introducing structured support programs for students 'At-risk'. <i>(5 x 0.4 FTE minus top-up from WSSLR = 1.0 FTE)</i></li> </ul>	\$82 500
<ul style="list-style-type: none"> <li>Employing 0.2 FTE Guidance Officers and 0.15 FTE Administration Officer to support the Deans in the Responsible Thinking Centre</li> </ul>	\$26 250
<ul style="list-style-type: none"> <li>Provide TRS funding to release teachers (curriculum planners) to focus on planning high impact pedagogy and incorporating digital texts, online platforms and a differentiated curriculum in shared master-books. <i>(150 TRS)</i></li> </ul>	\$72 000
	<b>\$450 685</b>



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