

Investing for Success

Under this agreement for 2021 Nerang State High School will receive

\$459,243*

This funding will be used to

- Increase the percentage of Years 7-9 students achieving at an A-C level to 82%
- Increase the percentage of Years 7-9 students achieving at an A-B level to 50%
- Increase the percentage of Year 9 students meeting NAPLAN NMS in Reading from 85% to 90%
- Increase the percentage of Year 9 students meeting NAPLAN NMS in Numeracy from 94% to 95%
- Ensure the percentage of Year 12 Students achieving a QCE is at 95%.
- Increase the percentage of Year 12 Students attaining an ATAR of ≥ 65.0 to 75%.
- Enact the 2021 plan for implementing our new pedagogical framework.
- Build on our digital planning (master-books) to incorporate accessing digital texts, using online platforms and sharing high impact pedagogy.
- Increase student engagement in learning by a 2% increase in attendance, to 85% in 2021.

Our initiatives include

- Enhance teacher capability to improve student performance in the area of Reading through focused coaching and professional development.
- Provide Teacher Aides to enhance Learning Support for students in Literacy and Numeracy in Year 7-9. Continue the 'Nerang Reading Project' (volunteers), Successmaker 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.
- Provide professional learning time on key strategies to develop student capability within lessons designated for 'Competence and Mastery in Learning' (CAMIL) and 'Assessment Readiness' (AR).
- 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

- Walpole, S & McKenna, M. (2017). How to Plan Differentiated Reading Instruction, New York: The Guildford Press.
- 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.




Our school will improve student outcomes by

Actions	Costs
<ul style="list-style-type: none"> Employing 1.1 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 0.55 FTE)</i> 	\$93 500
<ul style="list-style-type: none"> Subsidise the cost of student access to online learning platforms to provide opportunities for increased use of digital resources and student engagement. 	\$12 143
<ul style="list-style-type: none"> 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> 	\$60 500
<ul style="list-style-type: none"> Providing additional Teacher Aide time (1.8 FTE) to support students (and teachers) in Reading and Numeracy in targeted junior secondary school Learning Support classes and programs. 	\$111 400
<ul style="list-style-type: none"> 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. 	\$15 000
<ul style="list-style-type: none"> Allocate TRS to release teaching staff to engage with Heads of Department as Coaches in embedding reading pedagogies and identified ASOT Design Questions. <i>(5 Lessons / Teacher)</i> 	\$18 500
<ul style="list-style-type: none"> Employing 5 x 0.5 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 0.5 FTE minus 2/3 from WSSLR = 0.9 FTE)</i> 	\$76 500
<ul style="list-style-type: none"> Employing 0.3 FTE Guidance Officers and 0.26 FTE Administration Officer to support the Deans in the Responsible Thinking Centre 	\$41 500
<ul style="list-style-type: none"> Provide TRS release for senior teachers to focus on the SATE (CAMIL and AR) agenda. <i>(40 TRS)</i> 	\$30 200
	\$459 243



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**Queensland
Government**