

Investing for Success

**Under this agreement for 2018
Springfield Central State High School will receive**

\$380,692*

This funding will be used to

Target	Measures
1. Improve post school transitions for students into viable pathways.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ Maintain our focus on 100% of students attaining a Queensland Certificate of Education (QCE) ○ Increase the % of Year 12 students achieving an OP 1-5 from 18% to 20% in 2018 ○ Increase % of students engaged in learning or earning post school from 85.4% to 90% in 2018 ○ Decrease seeking work 2017 (2016 cohort) of 11.9% to 7% and part-time employment of 20.3% to 10% in 2018 (2017 cohort) • Comparison: <ul style="list-style-type: none"> ○ Next Steps trend data ○ School Data Profile ○ Similar Queensland State Schools (SQSS) ○ QTAC, QCE, apprenticeships/traineeships data • Monitoring: <ul style="list-style-type: none"> ○ Senior Phase of Learning Tracking ○ Post school monitoring ○ Year 11 and Year 12 coaching
2. Increase the percentage of Year 7 and Year 9 students in the U2B of NAPLAN, with a specific emphasis on writing.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ Increase the % of Year 7 students achieving in the U2B of NAPLAN from 25.9% to 30% in 2018 ○ Increase the % of Year 7-9 students achieving an A or B in Maths, Science and English from 58% to 60% in 2018 ○ Increase the % of Year 9 students achieving in the U2B of NAPLAN from 16.4% to 20% in 2018 ○ Increase the % of Year 7 students achieving NMS NAPLAN in writing from 87.9% to 95% in 2018 ○ Increase the % of Year 9 students achieving NMS NAPLAN in writing from 79.2% to 90% in 2018 • Comparison: <ul style="list-style-type: none"> ○ Year 7 – Year 9 NAPLAN relative gain ○ Year 7 and Year 9 NAPLAN writing and U2B trend ○ %A, %B level of achievement data for matched subjects compared historically (same semester comparisons) ○ Similar Queensland State Schools (SQSS) • Monitoring: <ul style="list-style-type: none"> ○ Interim report card data ○ Every Student Succeeding (ESS) tracking through Track Ed

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	<ul style="list-style-type: none"> ○ Magna and non-Magna class mark books and achievement ladders ○ Teacher planning includes evidence of differentiated teaching and learning of writing appropriate to the demands of different subject/learning areas ○ Explicit literacy tasks embedded in enrichment lessons ○ Records from coaching, observation and feedback activities establish change in practice
3. Increase student attendance and engagement percentages to 95%+.	<ul style="list-style-type: none"> ● Baseline/endpoint: <ul style="list-style-type: none"> ○ Increase the % of student attendance for Year 7-9 students from 92.2% to 95% in 2018 ○ Increase the % of student attendance for Year 10-12 students from 92.1% to 95% in 2018 ○ Increase effort and behaviour levels of achievement A-C for all students from 95.3% to 96%+ ○ Decrease in monthly comparative One School Incident reports by 10% ○ Student satisfaction levels (SOS) "My school takes student opinions seriously," from 52.7% in 2017 to 80% in 2018. ● Comparison: <ul style="list-style-type: none"> ○ Whole school and individual student attendance trend data ○ Similar Queensland State Schools (SQSS) ○ Term and daily trend comparisons of student attendance ○ Monthly and daily One School Behaviour reports comparisons ○ School Opinion Survey comparisons ● Monitoring: <ul style="list-style-type: none"> ○ Year Level Coordinator case management ○ Attendance Officer reports ○ Daily reports ○ ID Attend ○ One School ○ PBL reports

Our initiatives include

Initiative	Evidence-base
<p>1. Strengthen the case management approach to students who are on a QCE or QCIA pathway, with a major focus on post school pathways.</p> <p>a. Mentor vocational pathway students to enhance post-school employability or training pathways</p>	<ul style="list-style-type: none"> ● Next Steps Survey http://www.education.qld.gov.au/nextstep/nextstep.html ● Next Steps Survey http://www.education.qld.gov.au/nextstep/supporting.html ● Australian Bureau of Statistics – employment and education http://www.abs.gov.au/ausstats/abs@.nsf/mf/6227.0 ● State Schools Strategy 2017-2021 http://education.qld.gov.au/corporate/about/state-schools-strategy/index.html

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2. Build teacher capability regarding differentiation and writing across learning areas.	<ul style="list-style-type: none"> • Richard Vaca - Content Area Reading: Literacy and Learning Across the Curriculum • Pat Hipwell - Logon Literacy • Learning Place - How to Teach Writing online coaching module • ACARA Literacy Continuum • Carol Ann Tomlinson - Differentiation • Sharratt, L, & Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, USA • John Hattie's Visible Learning - Feedback
3. Embed attendance case management and wellbeing initiatives into Year Level Coordinator roles and the attendance officer.	<ul style="list-style-type: none"> • Durlack et al., 2011 – The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. • Every Day Counts - http://education.qld.gov.au/everydaycounts/schools/research-school-attendance.html

Our school will improve student outcomes by

1.

Actions	Costs
Employing an administration officer for Senior Schooling to track student progress for Year 12 and Year 13 targets, and provide support around QCE attainment	\$45,000
Employ a teacher aide for the Internal Study Line (ISL)	\$40,000
Employ 2 tutors in the senior school for 4 hours a week to work closely with our top achieving students.	\$10,000

2.

Actions	Costs
Allocate additional time for Heads of Department to support teaching staff to implement units of work aligned to the Australian Curriculum through modelling, co-teaching, observation and feedback processes.	\$150,000
Engage the expertise of Pat Hipwell (Logon Literacy) to deliver 25 hours of Literacy professional development to staff throughout the year	\$10,000
Allocate an additional line for a teacher to support U2B extension students in Year 7 and Year 9	School funded
Employ additional teacher aides to support identified students for literacy and numeracy	\$25,692

3.

Actions	Costs
Enhancing the Year Level Coordinator roles by providing additional time to focus on student attendance and wellbeing	\$100,000

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Springfield Central SHS



Karen McLaren
School Council Chairperson
Springfield Central SHS

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