Investing for Success

Under this agreement for 2019
Springfield Central State High School will receive

$461,555*

This funding will be used to

<table>
<thead>
<tr>
<th>Target</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improve post school transitions for students into viable pathways.</td>
<td>• Baseline/endpoint:&lt;br&gt;  o Maintain our focus on 100% of students attaining a Queensland Certificate of Education (QCE)&lt;br&gt;  o Increase the % of Year 12 students achieving an OP 1-5 from 16.2% to 20% in 2019&lt;br&gt;  o Increase number of students in SBT/SBAs&lt;br&gt;  o Increase % of students engaged in learning or earning post school from 91% to 93% in 2020&lt;br&gt;  • Comparison:&lt;br&gt;    o Next Steps trend data&lt;br&gt;    o School Data Profile&lt;br&gt;    o Similar Queensland State Schools (SQSS)&lt;br&gt;    o Senior results - QCE, SBT/SBAs, Certificate III or higher, QTAC&lt;br&gt;  • Monitoring:&lt;br&gt;    o Senior Phase of Learning (SPoL) TrackED Senior – profiles/data walls&lt;br&gt;    o SPoL Senior Management Policy - Case Management Tier 1-3&lt;br&gt;    o Post school support and monitoring&lt;br&gt;    o Year 11 and Year 12 coaching (academic) and mentoring (vocational) programs</td>
</tr>
</tbody>
</table>

| 2. Reduce the % of Year 7-9 students below NMS in writing and numeracy | • Baseline/ endpoint:<br>  o Core subjects – Maths, English, Humanities, Science A-C Year 7-9, from 89% to 95% in Semester 2 2019<br>  o Increase the % of Year 7 students achieving in the U2B of NAPLAN from 21.4% to 30% in 2019 and Year 9 from 17.5% to 20% in 2019<br>  o Increase the % of Year 7 students achieving NMS NAPLAN in writing from 89.7% to 95% in 2019 and Year 9 from 70.7% to 85% in 2019<br>  o Increase the % of Year 7 students achieving NMS NAPLAN in numeracy from 95.3% to 100% in 2019 and Year 9 from 96.1% to 100% in 2019<br>  • Comparison:<br>    o Core subjects – Maths, English, Humanities, Science %C or better Year 7-9, Semester 2 (2019)<br>    o Year 7- 9 NAPLAN relative gain (2019)<br>    o Year 7 and Year 9 NAPLAN NMS trend<br>    o Maths, English, Humanities, Science A–E and NAPLAN Writing/ Numeracy NMS data for matched subjects compared historically (same semester comparisons) |

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.
Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.

3. Increase student attendance and engagement percentages to 95%+.

   • Baseline/endpoint:
     o Increase the % of student attendance for Year 7-9 students from 92.6% to 93.5% in 2019 and Year 10-12 students from 92.7% to 93.5% in 2019
     o Increase effort levels of achievement A-C for all students from 93.6% to 96%+
     o Maintain behaviour levels of achievement A-C for all students at 96%+
     o Student satisfaction levels (SOS) “My teachers care about me,” from 84.7% to 91% in 2019
   • Comparison:
     o Whole school and individual student attendance trend data
     o Similar Queensland State Schools (SQSS)
     o Term and daily trend comparisons of student attendance
     o Monthly and daily One School Behaviour reports comparisons
     o School Opinion Survey comparisons
   • Monitoring:
     o Year Level Coordinator case management
     o Attendance Officer reports
     o Daily reports
     o ID Attend
     o One School
     o PBL reports

**Our initiatives include**

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Evidence-base</th>
</tr>
</thead>
</table>
| 1. Strengthen the case management approach to students who are on a QCE or QCIA pathway, with a major focus on post school pathways. | • Next Steps Survey  [http://www.education.qld.gov.au/nextstep/nextstep.html](http://www.education.qld.gov.au/nextstep/nextstep.html)  

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.
Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.

|---|---|
| 2. A. Build teacher capability regarding differentiation, writing and numeracy across learning areas. | • Anita Archer – Explicit Instruction  
• 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. | • Durlack et al., 2011 – The Impact of Enhancing Students’ Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions.  

Our school will improve student outcomes by

<table>
<thead>
<tr>
<th>1. Actions</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employing an administration officer for Senior Schooling to track student progress for Year 12 and Year 13 targets, and provide support around QCE attainment</td>
<td>$40,000</td>
</tr>
<tr>
<td>Employ 2 teacher aides for the Internal Study Line (ISL) for supervision of ISL students and tuition of low risk targeted students in ISL e.g. support/intervention for at risk QCE or external courses. Senior School Study PGD supervision. 1 x TA004, 1 x TA002 30hrs each</td>
<td>$110,000</td>
</tr>
<tr>
<td>Employing Academic mentor (400mins – line, line 8, care) for medium risk targeted intervention for new QCE (11 – 2019) at risk students. Individual learning plans for at risk students.</td>
<td>$20,000</td>
</tr>
</tbody>
</table>

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.
### Actions

<table>
<thead>
<tr>
<th>Actions</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocate additional time for Heads of Department to support teaching staff to implement differentiated units of work aligned to the Australian Curriculum through modelling, co-teaching, observation and feedback processes.</td>
<td>$150,000</td>
</tr>
<tr>
<td>Allocate an additional line for a teacher to support U2B extension students in Year 7 and Year 9</td>
<td>School funded</td>
</tr>
<tr>
<td>Employ additional teacher aides to support identified students for literacy, numeracy, and EALD</td>
<td>$41,555 (1 x 25 hours/week)</td>
</tr>
<tr>
<td>Diagnostic testing for correct allocation of students on enrolment</td>
<td>School Funded</td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Actions</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhancing the Year Level Coordinator roles by providing additional time to focus on student attendance and wellbeing</td>
<td>$100,000</td>
</tr>
</tbody>
</table>

---

Mr Leon Proud  
Principal  
Springfield Central SHS  

Mrs Karen McLaren  
School Council Chairperson  
Springfield Central SHS

---

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.*