

Investing for Success

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

\$461,555*

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 16.2% to 20% in 2019 ○ Increase number of students in SBT/SBAs ○ Increase % of students engaged in learning or earning post school from 91% to 93% in 2020 • Comparison: <ul style="list-style-type: none"> ○ Next Steps trend data ○ School Data Profile ○ Similar Queensland State Schools (SQSS) ○ Senior results - QCE, SBT/SBAs, Certificate III or higher, QTAC • Monitoring: <ul style="list-style-type: none"> ○ Senior Phase of Learning (SPoL) TrackedED Senior – profiles/data walls ○ SPoL Senior Management Policy - Case Management Tier 1-3 ○ Post school support and monitoring ○ Year 11 and Year 12 coaching (academic) and mentoring (vocational) programs
2. Reduce the % of Year 7-9 students below NMS in writing and numeracy	<ul style="list-style-type: none"> • Baseline/ endpoint: <ul style="list-style-type: none"> ○ Core subjects – Maths, English, Humanities, Science A-C Year 7-9, from 89% to 95% in Semester 2 2019 ○ 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 ○ 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 ○ 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 • Comparison: <ul style="list-style-type: none"> ○ Core subjects – Maths, English, Humanities, Science %C or better Year 7-9, Semester 2 (2019) ○ Year 7- 9 NAPLAN relative gain (2019) ○ Year 7 and Year 9 NAPLAN NMS trend ○ Maths, English, Humanities, Science A–E and NAPLAN Writing/ Numeracy NMS data for matched subjects compared historically (same semester comparisons)

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	<ul style="list-style-type: none"> ○ Maths, English, Humanities, Science A–E and NAPLAN Writing/ Numeracy NMS data in comparison with Similar Queensland State Schools (SQSS). ● Monitoring: <ul style="list-style-type: none"> ○ Year 7 and Year 9 work samples ○ TrackED data trends ○ Student engagement – reduction in behaviour incidents in OneSchool ○ Reporting data – increase in effort and behaviour data ○ Maths, English, Humanities, Science reporting A-E data ○ Class mark books and achievement ladders ○ Teacher planning documents and differentiation ○ Student feedback on effectiveness of differentiated curriculum to support gaps in writing and numeracy skills ○ Teacher walkthroughs to observe evidence of literacy-specific warm-ups addressing student skills gaps
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 92.6% to 93.5% in 2019 and Year 10-12 students from 92.7% to 93.5% in 2019 ○ Increase effort levels of achievement A-C for all students from 93.6% to 96%+ ○ Maintain behaviour levels of achievement A-C for all students at 96%+ ○ Student satisfaction levels (SOS) “My teachers care about me,” from 84.7% to 91% in 2019 ● 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
1. Strengthen the case management approach to students who are on a QCE or QCIA pathway, with a major focus on post school pathways.	<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

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a. Mentor vocational pathway students to enhance post-school employability or training pathways	<ul style="list-style-type: none"> State Schools Strategy 2017-2021 http://education.qld.gov.au/corporate/about/state-schools-strategy/index.html
2. A. Build teacher capability regarding differentiation, writing and numeracy across learning areas.	<ul style="list-style-type: none"> 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
B. Establish targeted and differentiated support to students (writing and numeracy)	<ul style="list-style-type: none"> Kennedy, T. (2015a). Addressing Alternative Conceptions in Mathematics Using Discrepant Events. In Mathematics: Learn, Lead, Link (Proceedings of the 25th biennial conference of the Australian Association of Mathematics Teachers, pp. 71-78). Adelaide: AAMT. Hattie, J. (2015). The Applicability of Visible Learning to Higher Education. Scholarship of Teaching and Learning in Psychology; American Psychological Association, 2015, 1(1), 79–91. Masters, G. (2009). A shared challenge improving literacy, numeracy and science learning in Queensland primary schools. ACER: Melbourne.
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	\$40,000
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	\$110,000
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.	\$20,000

2.

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Actions	Costs
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.	\$150,000
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, numeracy, and EALD	\$41,555 (1 x 25 hours/week)
Diagnostic testing for correct allocation of students on enrolment	School Funded

3.

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



Mr Leon Proud
Principal
Springfield Central SHS



Mrs Karen McLaren
School Council Chairperson
Springfield Central SHS

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