

# Investing for Success

Under this agreement for 2018  
Dalby State High School will receive

**\$451,676\***

## This funding will be used to

- Improve % of students in years 7 & 9 at National Minimum Standard in NAPLAN:
  - **Year 7:**
  - **95.1% - 96.1% (Reading)**
  - **77.2% - 87.9% (Writing)**
  - **96.3% - 97.1% (Numeracy)**
  
  - **Year 9:**
  - **85.3% - 91.8% (Reading)**
  - **53.4% - 87.9% (Writing)**
  - **98.1% - 99.1% (Numeracy)**

- Improve % of students in years 7 & 9 at the Upper Two Bands in NAPLAN:
  - **Year 7:**
  - **18.9% - 29.1% (Reading)**
  - **8.9% - 16.6% (Writing)**
  - **21.3% - 32.9% (Numeracy)**
  
  - **Year 9:**
  - **9.3% - 21.0% (Reading)**
  - **6.8% - 15.4% (Writing)**
  - **14.9% - 24.0% (Numeracy)**

*\*Targets are based on 2017 Australian averages.*

- % of students in year 12 achieving a C or better in English Communication and Pre-Vocational Mathematics, securing a Literacy & Numeracy completion and 4 QCE credits:
  - **96.5% - 100% (English Communication) – ensuring attainment of this extremely important outcome.**
  - **100% - 100% (Prevocational Mathematics) – maintaining this extremely important outcome.**

## Our initiatives include

- Using targeted and focused intervention for students at risk of not achieving NMS (identified through NAPLAN and achievement data analysis), through small group within the class, facilitated by designated HOD Literacy & Numeracy; ST:LN teacher; designated I4S teachers
- Using PAT-M and PAT-R diagnostic tests, completed annually for all students with an Individual Learning Plan, to gauge improvement and effectiveness of intervention strategies and to triangulate diagnostic data against NAPLAN scores and achievement data
- Building capacity in classroom teachers to provide extension and acceleration to students (identified through above data analysis) to progress to the Upper Two Bands in NAPLAN,

*\* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.*



through capacity building professional development and in-class support facilitated by Master Teacher

- Building capacity in classroom teachers to differentiate learning for targeted students (identified through above data analysis) to meet and exceed National Minimum Standards (NMS), through capacity building professional development and in-class support facilitated by Master Teacher and mentor teacher/s
- Supporting students in class to achieve a C or better in English Communication and Pre-Vocational Mathematics, securing a Literacy & Numeracy completion and 4 QCE credits
- Continuing to implement the WISoD and RISoD improvement strategies to improve student outcomes consistent with the school's Explicit Improvement Agenda (EIA) key priorities of Reading and Writing
- Aligning all work with the Dimensions of Learning Framework as a research-based model to guide practice and measure success
- Increasing the level of support for students at-risk of disengaging from formal schooling by improving early identification and intervention
- Strengthening administrative processes for the tracking of and enforcement of attendance

### Our school will improve student outcomes by

- Continuing the employment of a school-funded Head of Department (Literacy & Numeracy) to lead this agenda and provide intervention to students - \$131,607.00
- Supplementing the timetable with teacher/s (1.1 Full-time equivalent) to provide intervention to students, complete diagnostic testing and build capacity in other staff - \$122,560.00
- Employing Teacher Aides to provide additional support and intervention within the classroom for 40 hours per week - \$64,000.00
- Providing office support for Year Coordinators and administrative processes to manage student attendance, monitor progression towards QCE completion, identify at-risk students early, initiate support and intervention strategies to support continued school engagement and success, consistent with the school's Explicit Improvement Agenda (EIA) key priority of Attendance - \$29,183.00
- Provisioning a Social Worker to support student attendance/engagement and to provide intervention where required to at-risk students, consistent with the school's Explicit Improvement Agenda (EIA) key priority of Attendance - \$97,326.00
- Funding of Human Resource reform (HOSES to DP) to provide increased accountability and management of educational programs for students with disabilities (SWD) including ICPs, ILPs, NAPLAN, QCE and QCIA – \$7,000.00



**Dean Russell**  
Principal  
Dalby State High School



**Patrea Walton**  
A/Director-General  
Department of Education

\* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.

