

Investing for Success (I4S)

2018 Snapshot Report

Under the agreement for 2018

Dalby State High School received

\$451,676

Our full 2018 agreement can be found here: <https://dalbyschs.eq.edu.au> (I4S Plan 2018)

Our school strategies are on track to meet or exceed our targets

We are on track to meet or exceed these targeted student outcomes. We continue to implement our strategies to ensure that every student succeeds:

* Improve % of students in year 12 achieving a C or better in English Communication and Prevocational Mathematics, securing a numeracy completion and 4 QCE credits:

- **Target = 100% = 100%**

Our school strategies are showing substantial progress toward our targets

Some progress has been made toward these targeted student outcomes. We will continue to focus on maximising the benefits of this funding for our students, and adjust our strategies as needed to ensure every student succeeds:

*Improve % of students in years 7 & 9 at National Minimum Standard in NAPLAN:

- **Year 7:**
 - **77.2% - 87.9% (Writing) = 79.6%**
- **Year 9:**
 - **85.3% - 91.8% (Reading) = 88.4%**
 - **53.4% - 87.9% (Writing) = 73.1%**
 - **98.1% - 99.1% (Numeracy) = 96.5%**

* **Improve % of students in years 7 & 9 at the Upper Two Bands in NAPLAN:**

- **Year 9:**
 - **9.3% - 21.0% (Reading) = 17.8%**
 - **14.9% - 24.0% (Numeracy) = 19.7%**

Investing for Success (I4S)

Our school strategies have shown limited progress toward our targets

Limited progress was made toward these targeted student outcomes. We will review our strategies and make adjustments in order to better focus on maximising the benefits of this funding for our students:

*Improve % of students in years 7 & 9 at National Minimum Standard in NAPLAN:

- **Year 7:**
 - **95.1% - 96.1% (Reading) = 91.6%**
 - **96.3% - 97.1% (Numeracy) = 93.2%**

* Improve % of students in years 7 & 9 at the Upper Two Bands in NAPLAN:

- **Year 7:**
 - **18.9% - 29.1% (Reading) = 15.7%**
 - **8.9% - 16.6% (Writing) = 5.6%**
 - **21.3% - 32.9% (Numeracy) = 5%**
- **Year 9:**
 - **6.8% - 15.4% (Writing) = 4.1%**

Strategies implemented included:

*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 each term 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, 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 Prevocational 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.