

Investing for Success

Under this agreement for 2022
Dalby State High School will receive

\$537,031*

This funding will be used to

- Improve the academic engagement of Junior Secondary Students

Baseline Data	Target
2021: 7 SDAs = 104 8 SDAs = 71 9 SDAs = 78 7-9 Attendance = 85.5%	2022: 7 SDAs = 60 8 SDAs = 80 9 SDAs = 60 7-9 Attendance = 87.5%
S2 2021: 7 A-C = 90.4% 8 A-C = 86.9% 9 A-C = 76.8%	S2 2022: 7 A-C = 90% 8 A-C = 93% 9 A-C = 88%

- Improve the Literacy outcomes of students through a systematic approach to improving writing skills

Baseline Data	Target
2021 NAPLAN	2022 NAPLAN
Yr 7 Writing MSS - 495.8 U2B% - 13.6 NMS% - 85.7	Yr 7 Writing MSS - 510.0 U2B% - 15.0 NMS% - 87.5
Yr 9 Writing MSS - 532.8 U2B% - 7.4 NMS% - 80.6	Yr 9 Writing MSS - 545.0 U2B% - 8.5 NMS% - 82

NMS – National Minimum Standard
MSS – Mean Scaled Score
U2B – Students Achieving in the top two bands

- Improve overall attendance rates and the attendance of targeted groups of students

Baseline Data	Target
2021: Whole-School = 85.5% Students < 85% = 33.7% Indigenous = 74.5% Students < 85% = 61.6%	2022: Whole-School = 87.5% Students < 85% = 30% Indigenous = 78% Students < 85% = 50%

- Maintain QCE Attainment: 2021 – 100% (Target for 2022 – 100%)
 - QCE Literacy attainment – 100% (Target for 2022 – maintain 100%)
 - QCE Numeracy attainment – 100% (Target for 2022 – maintain 100%)



Our initiatives include

1. Using targeted and focused intervention for students at risk of not achieving satisfactorily, identified through diagnostic and achievement data analysis facilitated by designated HoD (Personalised Learning) and relevant Curriculum HoDs
2. Using PAT-M, PAT-R and/or PROBE diagnostic tests, completed for all students with an Individual Curriculum Plan to measure effectiveness of intervention strategies and to triangulate diagnostic data against historical NAPLAN and achievement data
3. Implementing Professional Development to build capacity in classroom teachers to provide extension and acceleration to students (identified through above data analysis) to improve higher order thinking and analytical skills
4. Purchasing additional staff to provide timetable flexibility in order to facilitate:
 - Apollo Academy classes (STEM, Aristotle, Archimedes, Aeschylus Programs)
 - Junior Secondary Engagement Classes and Life Skills Classes (including the Rock & Water curriculum)
 - A Hands-on Learning Program for disengaged Junior Secondary Students
5. Implementing Professional Development to build capacity in classroom teachers to differentiate/adjust learning for targeted students (identified through above data analysis)
6. Supporting students in class to achieve their literacy and numeracy requirements for QCE attainment (Years 11 & 12)
7. Continuing to implement the WISoD Program to improve student outcomes consistent with the school's Explicit Improvement Agenda (EIA) key priority of Writing and Junior Secondary Engagement and in line with practices from the evidence base below
8. Aligning all work with the school's agreed pedagogical approach, Explicit Instruction, as a research-based model to guide practice and measure success
9. Increasing the level of support for students at-risk of disengaging from formal schooling by improving early identification and intervention
10. Strengthening administrative processes for the tracking of and enforcement of attendance
11. Implementing a middle management (HOD/HOY) Professional Development Program with a focus on curriculum leadership and the effective leadership of high-performing teams

Local Program Names/Acronyms: WISoD (Writing Improvement Strategy of Dalby SHS)
 Apollo Academy for High Achieving Students
 STEM Academy

Evidence Base includes:

- Fullan, M & Sharratt, L 2012 *Putting Faces on the Data: What Great Leaders Do!*, Corwin, California, USA.
- Breakspeare, S 2019 Sources adapted from *Teaching Sprints - Mobilising Research Evidence* (teachingsprints.com/research)
- Sources adapted from *Developing Active Readers – Supporting the Explicit Teaching of Reading* (Acknowledgement - South East Region 2014)
- Fisher, D, Frey, N & Hattie, J 2016 *Visible Learning for Literacy – Implementing the Practices That Work Best to Accelerate Student Learning*, Corwin, California USA
- Archer, A & Hughes, C 2011 *Explicit Instruction – Effective and Efficient Teaching*, The Guilford Press, New York, USA
- Graham, S., MacArthur, G & Fitzgerald, J 2013 *Best Practices in Writing Instruction*, The Guilford Press, New York, USA
- School Improvement Hierarchy Reflection Tool – Reading (QLD Department of Education and Training Resource)
- Marzano, R & Pickering D et al 1997 *Dimensions of Learning – Teacher's Manual 2nd Edition*, McREL, Colorado, USA
- Marzano, R & Kendall J, *The New Taxonomy of Educational Objectives 2nd Edition*, Hawker Brownlow, Victoria, Australia



Our school will improve student outcomes by

Actions	Costs
The employment of a school-funded Head of Department (Personalised Learning) to lead this agenda and provide intervention for students (All initiatives)	\$134,505.00
Supplementing the timetable with teacher/s (2.0 Full-time equivalent) to provide intervention to students, implement targeted programs and complete diagnostic testing (Initiatives 2, 4, 7 & 8)	\$175,434.00
Employing Teacher Aides to provide additional support and intervention within the classroom for 40 hours per week (Initiatives 1, 2 & 6)	\$69,900.00
Providing office administration support for Heads of Year and Year Coordinators for 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 (Initiatives 9 & 10)	\$44,000.00
The provision of a Social Worker and partial funding of a Youth Support Coordinator 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 priorities of Junior Secondary Engagement and Attendance (Initiatives 4, 9 & 10)	\$97,000.00
Funding of Human Resource reform (HOSSES to DP) to provide increased accountability and management of educational programs for students with disabilities (SWD) including ICPs, ILPs, QCE and QCIA (All initiatives)	\$9,830.00
Funding of a Professional Development Program for HODs and HOYs focussed on curriculum leadership and the effective leadership of high-performing teams (Initiatives 3, 8 & 11)	\$6,362.00
TOTAL	\$537,031.00



Dr Dean Russell
Principal
Dalby State High School



Michael De'Ath
Director-General
Department of Education



**Queensland
Government**