

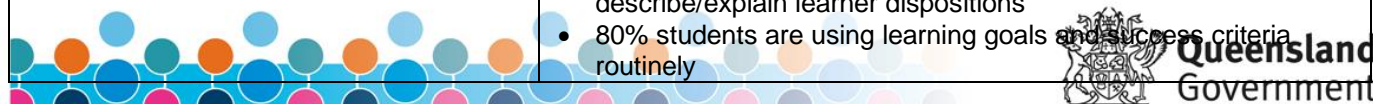
Investing for Success

Under this agreement for 2021
Bribie Island State High School will receive

\$685 000*

This funding will be used to

TARGET	MEASURES
Improve student engagement in learning by developing precision and consistency in the implementation of Positive Behaviour for Learning, ESCMs and staff and student wellbeing strategies.	<ul style="list-style-type: none"> • TFI tier 1 instrument (PBL tool): implementation $\geq 75\%$; evaluation $\geq 82\%$ • School disciplinary absence (SDA) rate per 1000 students below 55 • School Opinion Survey (SOS) data improvement in “student behaviour is well managed”: parents 71% to 80%; students 46% to 60%; staff 45% to 60% • All student attendance rate $\geq 89\%$ • $\leq 85\%$ attendance rate below 25% • Indigenous students attendance rate in all year levels above 85% • SOS staff morale improvement by 10%
Improve student outcomes in years 7 – 9 in reading; with a whole of school focus on reading strategies including QAR	<ul style="list-style-type: none"> • 100% units years 7 – 9 have minimum of 2 Reading Placemat (QAR) activities effectively embedded • 100% unit plans identify Literacy General Capabilities • $\geq 90\%$ year 7 students reading at age appropriate level • Alignment of A-C data and Star Reading data • 100% students involved in intensive reading program improve by a minimum of 3 levels
Establishing deliberate processes for teachers and leaders to systematically use evidence to inform practice	<ul style="list-style-type: none"> • Increase in years 7 – 10 the number of students achieving an A result from a B result previously by 10% • Reduce by $\frac{1}{4}$ in years 7 – 10 in core subjects the number of students achieving below a C standard • 100% learning areas have both pre and post moderation processes active for every assessment item • 95% graduating students attain a QCE • 15% ATAR eligible students attain an ATAR above 90 • 100% teachers involved in data literacy PL activities and data analysis at the classroom level • 100% teachers have identified case management students in 2 classes and can use evidence to discuss progress of students • 70% case management students can discuss next steps in learning
Continue to build and embed precise and engaging pedagogical strategies developing our expert teaching team and develop clarity in our school community about what makes an effective learner through shared language and understanding of clauded learning dispositions	<ul style="list-style-type: none"> • 90% lessons have all non negotiable elements • 80% teachers engaged in minimum of 3 observations • 75% staff indicate they are provided with useful feedback about their work and they have access to quality PL (SOS) • 100% teaching staff able to describe key elements of the Pedagogical Framework • 80% implementation of success criteria in unit planning and classroom practice • 85% teaching staff have a minimum of 2 embedded digital pedagogical practices • 80% classroom staff, 90% students and parents describe/explain learner dispositions • 80% students are using learning goals and success criteria routinely



Our initiatives include

Initiative	Evidence base
Implementing Positive Behaviour for Learning with integrity	DET Positive Behaviour for Learning – OnePortal Regional support staff including PBL coach
Reviewing and refining whole school attendance procedures	Fullan, M & Sharratt, L (2012) Putting Faces on the Data: What Great Leaders Do!, Corwin, California, USA. DET Every Day Counts – attendance strategy
Consistency of practice in identification and teaching of cognitive verbs across all year levels	QCAA Senior Syllabus documents ACARA syllabus documents Literacy continuum
Developing students reading ability through a focus on reading strategies including QAR	Fisher, D etal (2016) Visible Learning for Literacy: Implementing the practices that work best to accelerate student learning, Corwin, California Cameron, S (2009) Teaching Reading Comprehension Strategies, Pearson, New Zealand
Developing leaders and teachers ability to systematically use evidence to inform practice	Hattie, J (2013) Visible Learning for Teachers: Maximizing Impact on Learning, Routledge, New York Sharratt, L (2018) Clarity: What matters most in learning, teaching and leading, SAGE,
Developing a shared understanding of quality teaching and learning with a focus on NASoT and Visible Learning strategies	Marzano, R (2017) The New Art and Science of Teaching, Hawker Brownlow Education, Victoria Hattie, J (2013) Visible Learning for Teachers: Maximizing Impact on Learning, Routledge, New York Hattie, J & Zierer, K (2017) 10 Mindframes for Visible Learning: Teaching for success, Routledge Fullan, M & Quinn, J (2016) Coherence: The Right Drivers in Action for Schools, Districts and Systems, Corwin, California




Our school will improve student outcomes by

Actions	Costs
STUDENT ENGAGEMENT	
Youth Support Officer A04	\$100 627
Attendance Officer 25 hrs per week / YSO (A03) 0.2 FTE top up	\$18 500
Guidance Officer 0.6 FTE	\$79 957
Year Level Co-ordinators (1.0 FTE teacher)	\$99 802
Head of Department – Engagement (conversion to HoD 0.29)	\$40 594
CURRICULUM and PEDAGOGY	
Additional teachers – Learning Links / Coach and coordinator positions	\$183 242
Pedagogical Coach (additional wage)	\$45 286
Visible Learning program	\$21 218
Learning area co planning and moderation release time	\$15 000
Collegial Engagement – release for observations	\$18 940
READING	
Reading Teacher Aides – intensive program	\$61 834



Kerri Holzwart
Principal
Bribie Island State High School



Leanne White
School council chair
Bribie Island State High School



**Queensland
Government**