Investing for Success
Under this agreement for 2021
Boonah State High School will receive

$275 481*

This funding will be used to

Target	Measures

1. Implement the Positive Behaviour for Learning and Student Wellbeing frameworks to improve confidence in **student engagement**.	• Baseline/Endpoint
	  o Semester 2 2020, Semester 2 2021
	    ▪ Number of OneSchool behaviour referrals (majors) – decrease by 20%
	    ▪ Number of School Disciplinary Absences – decrease by 20%
	    ▪ % School Opinion Survey – Behaviour well managed – increase by 20%
	    ▪ Number of student referrals to the Student Support Services and Student Wellbeing Teams – increase by 20%
	• Comparison:
	  o School Opinion Survey data - Similar Queensland State Schools
	  o Relative gains/losses in
	    ▪ behaviour statistics (OneSchool)
	    ▪ Student Support Services and Wellbeing referrals
	• Monitoring:
	  o Deputy Principal and HOD Student Services to lead:
	    ▪ Monthly monitoring of OneSchool data and Vivos (rewards) by Positive Behaviour for Learning Team
	    ▪ Fortnightly monitoring of referrals by Student Support Services and Wellbeing Teams and Behaviour Support Plans implemented

2. Improve **writing** achievement of Junior Secondary (JS) students in English and Numeracy achievement in JS Maths	• Baseline/endpoint:
	  o Semester 2 English and Maths A to E, 2019 (Year 7) to 2021 (Year 9)
	  o Year 7 to Year 9 NAPLAN Writing and Numeracy 2019 to 2021
	  o Mapping student achievement against Literacy & Numeracy Continuum
	• Comparison:
	  o English and Maths - %A, %B, %C (2019 to 2021)
	  o Year 7 - Year 9 NAPLAN Writing and Numeracy relative gain (2019 to 2021)
	  o Similar Queensland State Schools
	• Monitoring:
	  o Deputy Principal, HODs Inclusion, English and Maths to lead:
	    ▪ P-10 Literacy Continuum (writing)
	    ▪ P-10 Numeracy Continuum (draft)
	    ▪ Teacher planning includes evidence of 'knowing your students' and differentiated teaching of writing and numeracy (including students on ICPs)
	    ▪ Interim and semester reporting
	    ▪ Peer editing (data analysis) to identify problems of practice and collaborate on solutions
	    ▪ *Impact* Program

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3. Improve to C for students on **Individual Curriculum Plans (ICP) or Case Managed Personal Learning Plans (PLP).**	• Baseline/Endpoint:
	  ○ Subjects A to E, 2021 students on ICP or PLP. 80% students attain C or above
	  ○ Students in Quicksmart Program 2021. 100% students show gains in accuracy and recall speed.
	• Comparison:
	  ○ Gains for students for one year travelled - % C or better
	  ○ Gains in Quicksmart program effect size – Effect size of 0.2 or better – as measured by University of New England
	• Monitoring:
	  ○ Case Management records
	  ○ Student work samples
	  ○ Student engagement (attendance and behaviour) monitored

Our initiatives include

Initiative	Evidence-base
1. Develop a whole school approach to Positive Behaviour for Learning and Student Wellbeing with alignment to the school's signature pedagogy – Explicit Instruction. Provide professional development (PD) and coaching to develop teachers' and education support officers' understanding of the elements of these frameworks and their implementation.	Archer and Hughes – Explicit Instruction: Effective and Efficient Teaching Sharratt and Fullan- Putting Faces on the Data – What Great Leaders Do
2. Engage Professional Learning Teams (PLTs) with experts to improve teacher ability in identifying the literacy, numeracy, digital demands of the Australian Curriculum. PLTs to access appropriate PD to advance initiatives. Introduce Tactical Teaching of Writing as a school-wide strategy to improve writing. Familiarise staff with and plan for the implementation of the Numeracy Continuum to support the differentiation of the curriculum.	Fullan and Sharratt – Putting Faces on Data Hochman & Wexler - The Writing Revolution McVeity - 7 Steps to Writing Scuccess Dept of Education - Draft Numeracy Continuum Sharratt and Harild – Good to Great to Innovate
3. Establish effective processes including: expanding Case Management PLTs and rationalising Student Support Services and Wellbeing PLTs to more effectively provide educational access for students.	Sharratt and Fullan – Puttng Faces on Data Hattie – Visible Learning Giorcelli – Quality Schools, Inclusive Practices

Our school will improve student outcomes by

1. Continue to develop and implement Student Wellbeing Framework and Positive Behaviour for Learning Framework. Develop the capacity for effective Inclusion in Maths classes incorporating planning for the embedding of the draft Numeracy Continuum. Provide additional support to staff.	HR – DP - **$148 000** DP to lead/manage the Student Wellbeing Framework, the PBL Framework the Inclusion Framework, and the Pedagogical Framework Training and PD of staff in PBL processes, student wellbeing, differentiation, pedagogy, moderation, parallel teaching. Includes teacher release time. **$5 000**

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2. Engage PLTs with school-based and regional expertise to improve teacher ability to identify writing demands for units of work and to implement Tactical Teaching of Writing (TTW) and numeracy. Provide support for the teaching of writing and numeracy based on the identified needs and then provide frameworks for planning, modelling, collegial engagement, feedback and data analysis.	Resources – Tactical Teaching of Writing. Resources – those required to support hands-on teaching of numeracy and maths. **$5 000** Training and PD **$5 000** to provide teacher release time for PLTs to collaborate re TTW and numeracy (planning, modelling, data analysis, collegial engagement, feedback)
3. Deliver Quicksmart programs to support Literacy and Numeracy development. Provide training.	HR - Education Support Officers (T/As) **$110 000** Training and PD **$2 481** of T/As to deliver Quicksmart Program

Cheryl Bullion
Principal
Boonah State High School

Tony Cook
Director-General
Department of Education

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