

Investing for Success

**Under this agreement for 2018
Sunnybank State High School will receive**

\$1,104,161*

This funding will be used to

Facilitate a targeted and intentional approach to continue the rollout of our school's explicit improvement agenda and accelerate student outcomes, such as:

- lift the school-wide percentage of students achieving C or above average across all learning areas to 78% or above
- increase and maintain the school-wide average attendance rate at or above 91% across Years 7-12
- shift the percentage of students achieving C into higher achievement scales from 76% (Semester 2, 2017) to 78% - 80% (Semester 2, 2018)
- attain the percentage (92%) of Year 7 students at or above NAPLAN NMS for Numeracy and increase the percentage of students achieving in U2B from 6.4% (2017) to 10% (2018)
- attain the percentage range (75%-80%) of year 7 students at or above NAPLAN NMS for Reading and increase the U2B from 5% (2017) to 8% (2018)
- increase the percentage of Year 9 students U2B to 8% and continue to achieve the percentage (85%) of year 9 students at or above NAPLAN NMS for Reading
- increase the percentage of Year 9 students U2B Numeracy to 10% and attain the percentage (93%) of students at or above NAPLAN NMS for Numeracy
- increase the number of students moving from stanines 1 – 3 in PAT R and PAT M into stanines 4-6
- attain a C standard or above against relevant year level achievement standard/s for every student on an ICP accessing a different year level curriculum
- attain the percentage of EAL/D learners in Junior Secondary improving in reading and/or writing by at least one bandscale to 85% for those whom have accessed the EAL/D program for one year
- continue to achieve 100% QCE attainment for students in the Senior Phase of Learning
- continue capacity and capability building through professional learning, coaching, mentoring and access to targeted resources for improved teaching and learning.

Our initiatives include

Inquiry activities and outputs:

- continue to engage in targeted professional learning to increase teachers' knowledge and understanding of the Australian Curriculum (general capabilities and moderation) and SATE
- commence the mapping of a seamless and cohesive approach to support curriculum rigour across Years 7-12 (cognitive verbs)
- reinforce the explicit teaching of general capabilities in literacy and numeracy (subject area literacies) as identified in the Australian Curriculum across all learning areas to support students' literacy and numeracy skill progression



- create opportunities for students to engage in 21st Century skills and learning (STEM, Robotics, Drones) through a Digital Innovation HUB to inspire 21st Century Learning opportunities for staff and students
- build a culture of sharing pedagogical practice through ongoing staff presentations, learning lounges, whole of staff sharing strategies, classroom observations, walkthroughs and feedback to support consistency and alignment in practice
- further sharpen ASoT to focus on Critical Thinking skills and Student Engagement in Learning to maximise conditions for students to thrive and succeed in learning
- continue to extend global connections through EQI: sister school, digital communication, host-study tours/visits, professional study tours to further cement our values of collaboration and connectedness
- promote and create opportunities for increased parent/caregiver involvement in the school (volunteering, learning classes) to work together to support student outcomes
- innovatively create opportunities for teacher collaboration (PLTs, T&L meetings) to support professional development and learning
- invest in building capacity and capability of school leaders (and aspirants) to be positioned and trained as instructional coaches to lead learning across the school
- create opportunities for targeted professional learning, development and growth aligned to school's EIA and Staff DPP (learning lounge, SFD, Twilight)
- further extend our approach to data by building capability of staff (PD, coaching) to drill down at a class/student level to analyse data and identify differentiated strategies to support students' learning
- implement consistent tracking and monitoring mechanisms of data and testing instruments (Pat M, PAT R) as part of a whole school data plan in order to set targets, goals and inform strategies for student growth and success
- further extend our school-wide approach to data and knowing our students, linking both PBL and Classroom Learning Behaviours (three-tiered approach)
- explore and link the ASSIST framework to support whole school/student wellbeing and resilience (possible linkage to ASoT and PBL)
- continue to apply appropriate interventions, case management and transition opportunities to ensure Senior students remain on track for QCE and QCIA attainment, and develop an interdisciplinary case management approach to supporting students at risk of leaving school before Year 12
- develop an interdisciplinary case management approach involving parents, school and community to support Indigenous students on a QCE or QCIA pathway
- continue to implement formalised structures, strategies and processes to support and maintain increased student attendance (PBL, Engagement Officer, weekly attendance monitoring).

Evidence based practices and underpinning research

- Marzano, R and Kendall, J 2007 *The New Taxonomy of Educational Objectives* Hawker Brownlow Education, Victoria.
- Sharratt, L and Fullan, M 2012 *Putting FACES on the data: What great leaders do!* Corwin, Thousand Oaks, CA.
- DuFour, R and DuFour, R 2012 *The School Leader's Guide to Professional Learning Communities at Work* Hawker Brownlow Education, Victoria.
- DuFour, R and Fullan, M 2013 *Cultures built to last: systemic PLCs at Work* Hawker Brownlow Education, Victoria
- Timperley, H 2008 "Teacher professional learning and development". In *The Educational Practices Series – 18*. Ed. Jere Brophy International Academy of Education & International Bureau of Education, Brussels.




Our school will improve student outcomes by

Actions	Expenditure
Employ a Master Teacher to facilitate and prioritise the teaching of Reading within the school's curriculum and pedagogical framework	Existing FTE (state funded)
Facilitate collaboration time for teachers to collaborate, innovate and evaluate in the context of a seamless curriculum and pathway for student success	\$80 000
Employ an Engagement Officer to track and monitor student attendance and further enhance school-community interaction	\$47 892
Employ the appointed Indigenous Support Officer and expand role by 0.6 FTE to also include targeted enrichment programs for identified students	\$93 600
Employ an Industry Liaison Officer 1 FTE to support Senior students' traineeship pathways, build industry partnerships and support the ongoing tracking of Senior students	\$81 692
Executive Leadership enhancement ,increased strategic portfolios, aligned to the school's EIA, classroom visibility and coaching with the appointment of an additional Deputy Principal	\$156 780
Position substantive and aspiring leaders as instructional leaders of learning through targeted professional learning program in association with Principal Capability (Metropolitan) and QELi	\$30 000
Create a Digital Innovation HUB to inspire 21 st Century thinking and skills acquisition for both staff and students	\$41 200
Commit to the increased access to digital resources that support learning	\$130 000
Employ teacher aides to: <ul style="list-style-type: none"> • provide additional learning support to identified students • provide additional literacy and numeracy support in targeted programs • enhance curricula and skill acquisition • oversee the provision and access to digital learning 	\$150 000
Employ a Marketing and Promotions officer to further profile the school as a learning HUB and enhance school-community partnerships	\$70 876
Employ administrative personnel (1.5) to help support and facilitate the school's explicit improvement agenda and facilitate client service	\$88 062
Allocate opportunities, professional learning and teaching and learning resources to support the school's commitment to school-wide improvement aligned to the school's explicit improvement priorities	\$77 680



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