

# Investing for Success

Under this agreement for 2019  
Caloundra State High School will receive:

**\$423 236\***

## This funding will be used to

Improvement Initiative	Targets
<ul style="list-style-type: none"> <li>Provide individual student case management and programs for students identified at risk of not attaining, not attending or not transitioning successfully in order for them to re-engage into schooling.</li> <li>Increase the engagement of middle secondary students (especially boys) to improve academic results and behaviour (Year 9 and 10).</li> </ul>	<ul style="list-style-type: none"> <li>Increase A-C level of achieved for boys to 85% in English, Maths &amp; Science</li> <li>Improve National Minimum Standards (NAPLAN tests) for boys to 95+% from Writing Yr 7- 81.6%, Yr 9 53.5%, Reading Yr 9 76.1%, Spelling Yr 7 92.2%, Yr 9- 88.4%, G&amp;P Yr 7 91.2%, Yr 9 87% and Numeracy Yr 9 92.8%</li> <li>Improve percentage of students achieving results in the Upper 2 Bands (NAPLAN Tests) – Yr 7 to 25% Reading (from 20%), Grammar &amp; Punctuation (from 23.5%), Spelling 30% (from 25.5%) &amp; Numeracy (from 28.9%). Writing to 13% (from 10.2%). Yr 9 writing 15% (from 9.2%) &amp; Reading (from 11.3%). 22% for Spelling (from 20.7) &amp; Grammar and Punctuation (from 20.9%) Numeracy 25% (from 18.1%)</li> <li>Increase yearly attendance rate to 93% for boys in Yr 7 (from 92.2%), Yr 8 (from 88.2%), Yr 9 (86.9%) and Yr 10 (from 89.2%). Reduce school disciplinary absences (SDA).</li> <li>Increase level of achievement for boys in English to 85% (From Yr 7 80%, Yr 8 82%), Maths from (Yr 7 83%) and Science from (Yr 8 83%)</li> <li>Reduce number of boys involved in behaviour management incidents resulting in suspensions from 12.3% to under 10%.</li> </ul>
<ul style="list-style-type: none"> <li>Provide professional learning (PD) for teachers to increase student engagement through understanding how boys learn using experiential learning and kinaesthetic learning</li> </ul>	<ul style="list-style-type: none"> <li>100% teachers provided with targeted PD focusing on boys and how they learn</li> <li>100% teachers implement targeted strategies for teaching boys including introduction of movement in each class (kinaesthetic)</li> </ul>
<ul style="list-style-type: none"> <li>Provide PD for teachers to understand, prepare for and ensure a successful transition for students into the New Queensland Certificate of Education (QCE).</li> </ul>	<ul style="list-style-type: none"> <li>100% teaching staff continue to receive PD on New QCE</li> <li>100% assessment for New QCE approved through Queensland Curriculum and Assessment Authority</li> <li>100% students receive Satisfactory for New QCE subjects</li> </ul>

## Our initiatives include

Improvement Initiatives	Evidence Base
<p>Employ specialist staff to provide targeted learning support and extension, behaviour intervention, senior pathways assistance and direction</p> <ul style="list-style-type: none"> <li>Head of Department Middle Secondary</li> <li>Industry Liaison Co-ordinator (A05) to manage the Trade Training Centre</li> <li>Indigenous Teacher Aide</li> <li>Students with Disability (SWD) Teacher Aide</li> <li>Industry Liaison Officer</li> <li>Attendance Officer</li> <li>Teaching and Learning Teacher Aide</li> </ul>	<p>Carr-Gregg M. (2017) <i>the Prince Boofhead Syndrome</i> Penguin, Australia</p> <p>Biddulph, S. (2018) <i>Raising Boys in the twenty-first century</i>, Harper Collins, London</p> <p>Hattie J. (2010) <i>Visible Learning</i> Routledge NY, USA</p> <p>Fisher D, Frey N and Hattie J. (2016) <i>Visible Learning for Literacy, Implementing Practices That Work Best to Accelerate Student Learning</i>. Corwin California, USA</p> <p>Dinham S. (2008) <i>How to Get Your School Moving and Improving</i>, ACER, Vic Australia</p> <p>Fullan F., Quinn J. ((2016) <i>The Right Drivers in Action for Schools, Districts and Systems</i>, Corwin California, USA</p>

\* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



Provision of professional development to staff to develop teacher capacity and capability, knowledge and improve teaching practice in the classroom focusing on: <ul style="list-style-type: none"> <li>• New QCE</li> <li>• Coaching – pedagogy, digital technologies</li> <li>• Teaching of Boys – kinesethic and experiential learning</li> </ul>	QCAA and DET information and publications White Ribbon Website DET respectful Relationships website Heyworth B. (2013) <i>It's A Jungle - A Parent's Guide to Emotions and Behaviour</i> It's A Jungle, Qld, Australia
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### Our school will improve student outcomes by

School Priorities	Activity	Description	Sub total	Total
Engaged Learners	Student support	Wages of staff for positions below: <ul style="list-style-type: none"> <li>• Head of Department Middle Secondary</li> <li>• A05 Sunshine Coast Technical Trade Training Centre Manager (4 days per wk – 30 hrs)</li> </ul>	\$112 323	\$196 006
		Teacher aide support Indigenous students. \$322 per student x 62.2 students (\$20 028) = <b>11.5 hrs</b> per week – (\$37 x 48 x 11.5)	\$83 683	
		Teacher aide support SWD \$322 per student x 37 Quartile 3 & 4 students (\$11 914) = <b>6.5 hrs</b> per week – (\$36 x 48 x 6.5)		\$19 467
	Future Pathways	Industry Liaison Officer (A03) –29 hrs per week (4 days per week – 7 ¼ hrs per day)		\$64 695
	Attendance	Attendance officer – <b>36.25 hrs</b> per week to monitor attendance (TA)		\$70 266
21 <sup>st</sup> Century Learning	Boys Education	Teacher aide – <b>25 hrs</b> per week (0.66 FTE) – working with boys		\$37 181
		Professional Development/Resources/programs for working with boys		\$25 351
<b>TOTAL</b>				<b>\$ 423 236</b>



**Julie Pozzoli**  
Principal  
Caloundra State High School



**Tony Cook**  
Director-General  
Department of Education

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