

# Investing for Success

Under this agreement for 2019  
Tagai State College will receive

**\$1,563,154**

## This funding will be used to

The 2019 Annual Implementation Plan outlines how the targets align to the College Explicit Improvement Plan and ensures that every student will work towards achieving NMS in Literacy & Numeracy in their year level or have an Individual Curriculum Plans (ICP) designed for their specific learning needs.

Target	Measures
1. Close the Gap in the reading achievement of current Year 1 (2018) Aboriginal and Torres Strait Islander students by 2020. 2. Increase the percentage of students meeting NMS Year 3 Reading from 75% to 85% in at least 7 campuses 3. Increase the percentage of students meeting NMS Year 7 Reading from 65% to 75%. 4. Increase the percentage of students in U2B in Year 3 reading from 7% to 10% in 7 campuses.	<b>Baseline/endpoint:</b> <ul style="list-style-type: none"> <li>English %C or better Y1, Sem 2 (2018)</li> <li>English %C or better Y2, Sem 2 (2019)</li> <li>English %C or better Y3, Sem 2 (2020)</li> <li>Year 3 NAPLAN Reading NMS data (2020).</li> <li>Year 2 PM Reading (2019)</li> </ul> <b>Comparison:</b> <ul style="list-style-type: none"> <li>English A-E and NAPLAN Reading NMS data from Qld State Schools (QSS)</li> </ul> <b>Monitoring:</b> <ul style="list-style-type: none"> <li>Student's English proficiency level through Bandscales</li> <li>Teachers using MTJ steps for teaching EFL student</li> <li>Leader's Explicit Term Planning PD schedules &amp; Blackboard resources</li> <li>Scheduled Consolidated Data meetings &amp; lesson observations</li> <li>Student &amp; Teacher feedback system; PET goals reviewed &amp; scheduled</li> <li>CEARs referral process and ICP moderations</li> <li>Movement on P-10 Literacy continuum</li> <li>SWD growth / gains in EAP reading goals</li> </ul>
5. Close the Gap in the numeracy achievement of current Year 1 (2018) Aboriginal and Torres Strait Islander students by 2020 6. Increasing the successful engagement of students in STEAM	<ul style="list-style-type: none"> <li><b>Baseline/endpoint:</b> <ul style="list-style-type: none"> <li>Maths %C or better Y1, Sem 2 (2018)</li> <li>Maths %C or better Y2, Sem 2 (2019)</li> <li>Maths %C or better Y3, Sem 2 (2020)</li> <li>Year 3 NAPLAN Numeracy NMS data (2020).</li> <li>Year 3-6 %C or better in Maths, Science &amp; Languages (PCE)</li> </ul> </li> <li><b>Comparison:</b> <ul style="list-style-type: none"> <li>Maths A-E and NAPLAN Numeracy NMS data from QSS</li> </ul> </li> <li><b>Monitoring:</b> <ul style="list-style-type: none"> <li>Students English proficiency in Maths curriculum</li> <li>Teachers explicit teaching of numeracy in Maths curriculum</li> <li>Leader's Term Planning, PD Schedules &amp; Numeracy consolidations</li> <li>Scheduled Consolidated Data meetings targeting 3 students</li> <li>Student feedback and staff feedback systems; PET goals reviewed &amp; scheduled</li> <li>SWD growth/gains in EAP numeracy goals</li> <li>Re-design &amp; Development of Science curriculum 2019</li> <li>Year 4 &amp; 6 Growth data PAT Maths</li> <li>Innovation challenge 2019</li> </ul> </li> </ul>
7. Improve the writing achievement of junior secondary students in English & Science, by 2020.	<ul style="list-style-type: none"> <li><b>Baseline/endpoint</b> <ul style="list-style-type: none"> <li>Semester 2 English, &amp; Science A-E data tracking 2018 Year 6, Year 7, Year 8 students until 2020</li> <li>Year 7 NAPLAN Writing 2018 to Year 9 NAPLAN Writing for matched students.</li> </ul> </li> <li><b>Comparison:</b> <ul style="list-style-type: none"> <li>English &amp; Science %A, %B and %C or better</li> <li>Year 7- Year 9 Writing NAPLAN relative gain</li> <li>Similar Queensland State Schools (SQSS).</li> </ul> </li> <li><b>Monitoring:</b> <ul style="list-style-type: none"> <li>P-10 Literacy Continuum (writing) used to monitor progress and plan for next steps in student learning</li> <li>Staff satisfaction levels with PD content and delivery</li> <li>Teacher planning includes evidence of differentiated teaching and learning of writing appropriate to writing demands of different subject/learning areas</li> </ul> </li> </ul>



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	<ul style="list-style-type: none"> <li>Records from coaching, observation and feedback activities establish change in teacher practice</li> </ul>
8. Increase the % of students working from Individual Curriculum Plans (ICPs) who achieve their reading goals by EOY. 9. Reduce the number of students awaiting verification by 50% 10. SWD work towards achieving their goals achieved as per EAP milestone/timeline by EOY.	<ul style="list-style-type: none"> <li>Baseline/endpoint:               <ul style="list-style-type: none"> <li>P – 10 Literacy continuum: Sem 1 2019 to Sem 1 2020</li> <li>English A – E, Sem 2 2019 to Sem 2 2020 as per Individual Curriculum Plan</li> <li>Diagnostic assessments Sem 2 2019 to Sem 2 2020.</li> </ul> </li> <li>Comparison:               <ul style="list-style-type: none"> <li>distance travelled compared historically (by student) for same length of teaching time (1 year)</li> </ul> </li> <li>Monitoring:               <ul style="list-style-type: none"> <li>Staff evaluation on PD impact for changing behaviour and practice.</li> <li>Student engagement and behaviours monitored</li> <li>P – 10 Literacy continuum monitoring</li> <li>Case management processes transition strategies</li> <li>Student verification processes &amp; timelines</li> <li>Sound Field Amplification system impact evaluation</li> </ul> </li> </ul>
11. Increase student attendance from 87% to 92% in at least 10 campuses 12. Decrease the proportion of students who have less than 85% attendance rates from 25% to 20%	Baseline / Endpoint <ul style="list-style-type: none"> <li>Attendance rate 90% in Prep, Year 1, 8, 9 in all campuses Semester 1</li> <li>Attendance rate 90% all campuses Sem 2</li> </ul> Monitoring <ul style="list-style-type: none"> <li>Roll Marking procedures enacted accurately &amp; with fidelity</li> <li>SWO Case management process &amp; campus data walls</li> <li>Positive communication with parents using student goals</li> <li>Attendance Goals &amp; Awards promotions</li> <li>Profiling &amp; ESCM capabilities</li> <li>Behaviour Expectation Matrix visible &amp; enacted in all classrooms</li> <li>Case Management process</li> <li>Student Exemption data analysis</li> </ul>
13. Maintain the proportion of Year 12 students achieving a QCE/QCIA (100%)	Baseline / Endpoint <ul style="list-style-type: none"> <li>Year 12 QCE /QCIA 100% End Semester 2 in 2018</li> <li>Construction of Boarding Facility for 2020</li> </ul> Monitoring <ul style="list-style-type: none"> <li>Student &amp; parent engagement</li> <li>Case management processes</li> <li>Staff planning &amp; Professional Learning</li> <li>Disengaged youth from all schools on outer islands</li> <li>SWD Verification process</li> </ul>
14. Closing the Gap by Increasing the participation rate of students & families engaging in Early Childhood Services	Baseline / Endpoint <ul style="list-style-type: none"> <li>Teacher capabilities – planning in multi aged (Pre prep- year 2)</li> <li>Strait Start Services structure &amp; programs Q/A in all communities by 2019</li> <li>Facilities Upgrade to accommodate Pre-prep by end 2018</li> <li>Pre-prep Service approvals &amp; compliance levels</li> <li>Early Years Strategic Plan 2020 – Building capabilities by Pre-prep Conference</li> <li>Teacher qualifications/upgrade program</li> </ul>

## Our initiatives include

- Implement a college data analysis system that guides leaders and teaches to consistently analyse student attendance, reading, and A\_E and NAPLAN data for scheduled five weekly meeting.
- Implement PET goal setting - Students & parents review attendance, reading, numeracy and behaviour goals that require feedback.
- Establish curriculum leadership collaborations that provide feedback and use evidence based research to map the design of college English, Maths, Science and Language Curriculum.
- Build teacher & teacher aide capability to implement a “wrap around” intervention model using the student referral systems and individual case management systems effectively.
- Implement Reading, Numeracy & Student Engagement Strategies to lift outcomes as benchmarked and aligned to targets.
- Implement Individual Curriculum Plans that differentiate adjustments to improve outcomes for students identified through CEARs
- Implement College Teaching & Leadership Handbook system as commonly used standards of practice as aligned to Professional Standards for Teachers.
- Implement PBL strategies to explicitly teach students how to become proud learners who are respectful, safe and responsible.



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- Implement Teacher's conference; 4T strategy; Mentoring & coaching for staff/campus collaboration visits to connect, reflect & improve practice. Secondary teachers will participate in peer observations in outer island primary classrooms.
- Implement "STEAM" initiatives that link inquiry based learning & digital technologies to the curriculum.
- Implement staff and student well-being strategy that build resilience with healthy mind, body and spirit to achieve good team culture
- Design Tagai Blackboard resource bank for leaders & teachers to share exemplary practice resources.
- Implement student leadership initiatives and Areas of excellence initiatives.

- Sahlberg, Pasi (2019) *In teachers we trust: The Finnish way to world class schools*
- Fullan, M (2018) *Nuance – Why some leaders succeed and some leaders fail – change process.*
- Fullan, M. & Quinn, J. (2016) *Coherence & The Taking Action Guide to Building Coherence.*
- Hattie, J. Fisher, D. & Frey, N. (2017) *Teaching Literacy in the Visible Learning Classroom*
- Hattie, J. Fisher, D. Frey, N. (2016) *Visible Learning for Mathematics*
- Hattie, J.A.C., & Timperley, H (2007). *The power of feedback. Review of Educational Research,*
- Archer, A. & Hughes, C. *Explicit Instruction – Effective & efficient teaching*
- Jensen, B. 2014 *Grattan Institute – Turning around schools – it can be done.*
- OECD (2017), *Promising Practices in Supporting Success for Indigenous Students*, OECD Publish
- Otero, George et al (2007) *"Schools and communities – working together to transform children's lives.*
- Sharratt, L & Fullan, M (2017) – *Realization: The Change Imperative for Deepening District-Wide Reform*
- Doloittes Review 2016 *Students with Disabilities in Queensland State Schools*
- McDonald, I. Burke, C. & Stewart, K. (2014) *Systems Leadership – Creating positive Organisations*
- Lowe, K. 2010 - *Re-awakening languages: theory and practice in the revitalisation of Australia's Indigenous languages*

Our school will improve student outcomes by

## COLLABORATE \$538,154

- Strategic leader's forum. Teacher's conference, coaching service, & Indigenous Teacher's workshop. College.
- Beginning teachers & Mentors, Pre-Prep Training workshop, Profilers Training Program, , Systems Leadership Training Academy; Secondary Transition visits, School Council & 17 P&C Training Program.

## INNOVATE \$ 197,000

- Remote Area Staff Wellbeing initiatives, College Teaching & Learning Handbooks, Leader's handbook. Student Leadership Initiatives, STEAM initiatives, Innovation and Entrepreneur activities.
- Seesaw Feedback system & Curriculum Resources.

## ELEVATE \$ 828,000

- Refine NAPLAN IMPACT program to include Reading Booster, Coding, Numeracy Booster, STEM and, Literacy & Numeracy After School Tutorial programs, Traditional language coaching & resources, digital technologies initiative, SATE Resourcing, Curriculum resources, 4 T strategy
- Coaches, Senior Head of Campus, Head of Department Data Officer. Advanced Profiling Program,

*J Ketchell*

Judith Ketchell  
Principal Name  
Position:  
School:



Ned David  
TSIRE Chairperson name  
Position  
School



Andrew Lui  
School council chair name  
Position  
School