

Investing for Success

Under this agreement for 2020
Helensvale State High School will receive

\$745,271*

This funding will be used to

This funding will be used to attain our medium to long term targets of being in the top 30% of schools in the nation in NAPLAN National Minimum Standard (NMS), Mean Scaled Score (MSS) and Upper Two Bands (U2B) and increase the percentage of students achieving at high levels at the end of year 12. This is evidenced by:

- Year 7 students at or above NAPLAN NMS in Reading and Numeracy will be $\geq 99\%$
- Year 9 students at or above NAPLAN NMS in Reading and Numeracy will be $\geq 99\%$
- Year 7 students in the U2B in NAPLAN Reading and Numeracy will be $\geq 30\%$
- Year 9 students in the U2B in NAPLAN Reading and Numeracy will be $\geq 25\%$
- Year 12 Students achieving a QCE or QCE equivalent will be $\geq 99\%$
- Years 7-12 students achieving Levels of Achievement of A in subjects will be $\geq 25\%$

Our initiatives include

Initiative	Evidence-base
Continue to embed our Professional Learning Team (PLT) process and protocols to: assess students' current performance; match instruction to the needs of students; and re-assess students to monitor improvement. Continue to develop our teaching and learning improvement strategies through our PLT cycles.	DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i> Hawker Brownlow Education, Victoria.
Provide targeted, data driven and sustained intervention for students below and near NMS in Reading and Numeracy. Continue to implement and monitor our reading strategy across the school and continue to develop explicit reading instruction in every faculty and classroom.	Frey, N and Fisher, D 2013 <i>Rigorous Reading</i> Sage Publications, London. Witt, C 2009 <i>Tactical Teaching of Reading</i> Tactical Steps Education
Further increase teacher skills in embedding higher order thinking in order to lift the performance of students at the top end.	Marzano, R and Kendall, J 2007 <i>The New Taxonomy of Educational Objectives</i> Sage Publications, London
Provide consistency and clarity of teachers' professional practice and pedagogy supported with ongoing professional learning and support from teaching learning team.	Prestridge, S., Main, K. (2018). IMPACT Framework Retrieved from https://impact.edu.au/impact-framework Hattie, John. (2008). <i>Visible Learning</i> . Abingdon, Oxon: Routledge. William, D. (2011). <i>Embedded formative assessment</i> . Bloomington, IN: Solution Tree Press.

* Funding amount estimated on 2019 data. Actual funding will be determined after 2020 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2020 enrolment data and student learning needs.



Our school will improve student outcomes by

<p>Employ Key Teachers to coordinate and build teacher confidence and capacity in the areas of:</p> <ul style="list-style-type: none"> • Guaranteed and Viable Curriculum (GVC): Support and lead the GVC process by providing ongoing professional development, curriculum support and expertise in GVC design. • 'Vale IMPACT': Build capacity of staff in refining implementing the school's pedagogical framework • Reading: Reading key teacher to further imbed thinking through reading in alignment with the school's pedagogical framework • Levelled Literacy Intervention: Coordinate the Levelled Literacy Intervention program and build capacity in staff to deliver the program. • Learning Support Coordinators: Accelerate outcomes for students achieving below age appropriate standards in literacy, numeracy and level of achievement outcomes in Mathematics, English, Science and History across 7-12 • Academy Director: Coordination of high performance in Excite, Japanese and Education for Entrepreneur Academies 	\$556 571
Employ teacher aides to support students identified as below NMS in reading.	\$50 000
Employ an EAL/D teacher to support the learning of EAL/D students (including resources).	\$35 700
Resources to support quality instruction	\$10 000
Additional resources as required to support the improvement agenda including:	
<ul style="list-style-type: none"> • Education Perfect 	\$70 000
<ul style="list-style-type: none"> • Higher Order Thinking Academic Performance (Cognitive Verbs resources, IMPACT Thinking and Aspiring Thinkers training) 	\$15 000
<ul style="list-style-type: none"> • Research Project in collaboration with University of Queensland to evaluate effectiveness of teaching for thinking. 	\$8 000
	\$745 271



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Executive Principal
Helensvale State High School



Nerise Moore
School Council chair
Helensvale State High School

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