

Investing for Success

Under this agreement for 2020

Tannum Sands State High School will receive

\$331,215*

This funding will be used to

Target	Measures
1. Increase student achievement in Year 7 – 10 subjects and Close the Gap for all Aboriginal and Torres Strait Islander students by 2020.	<ul style="list-style-type: none"> Baseline/endpoint: <ul style="list-style-type: none"> Year 9 Semester 2 English, Science, Maths, Humanities, HPE, A – E data tracking 2019 until Year 10 2020 Comparison: <ul style="list-style-type: none"> Year 9 English, Maths, Science, A–E from Similar Queensland State Schools (SQSS). Monitoring: <ul style="list-style-type: none"> Teacher planning documents and lesson observations Student feedback and work samples Year 9 English, Maths, Science, Humanities, HPE Learning Goal improvement Annual Performance Review (APR) process data.
2. Increase the % of students with range of support plans and accessing case management and specific support programs by EOY 2020	<ul style="list-style-type: none"> Baseline/endpoint: <ul style="list-style-type: none"> Attendance ,Effort, Behaviour, PBL data for Semester 2 2019– to Semester 2, 2020 English A–E, Semester 2, 2019 to Semester 2, 2020 Engagement data, Semester 2 2019 (Year 7 – 9) to Semester 2 (Year 7 – 9) 2020 Comparison: <ul style="list-style-type: none"> Positive Behaviour for Learning data compared historically (by year) for same length of time (1 year) and cohort QCE/QCIA data compared historically Short and Long term Student Disiplinary Absences compared historically Attendance & Engagement Monitoring: <ul style="list-style-type: none"> Student engagement and behaviour monitored as case management applied Case management records Student attendance, behaviour and effort

Our initiatives include

Initiative	Evidence-base
1. Building teacher capability to establish curriculum aligned learning goals, success criteria and consistent, quality formative data to provide feedback to both teacher and student to improve teaching and learning. <ul style="list-style-type: none"> Teachers co-construct learning goals and success criteria making Learning TODAY@Tannum explicit to students to allow for assessment literacy and mapping of improvement of each student's learning. Identify specific needs and resource specific factors to develop teacher capability in identified areas for improvement 	<ul style="list-style-type: none"> Sharratt, L, & Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, US Sharratt, L, 2017, <i>CLARITY!</i>, Corwin, California, US R Marzano, 2017, <i>The New Art & Science of Teaching</i>, Solution Tree, Bloomington IN, US
2. Continue to develop Professional Learning Teams (PLTs) to focus on driving student learning improvement through a focus on evidence of learning and building of teacher capacity.	<ul style="list-style-type: none"> DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria.
3. Continue to develop effective school processes ,case management, targeted support and aligned programs to individualise student success	<ul style="list-style-type: none"> Sharratt, L, & Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, USA R Marzano, P Warwick, C Rains, R Dufour, 2018, <i>Leading a High Reliability School</i>, Solution Tree, Bloomington IN, US



**Queensland
Government**

Our school will improve student outcomes by

1.

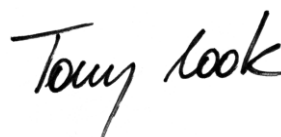
Actions	Costs
Provide targeted professional learning supported by planning, modelling, observation and feedback processes on Learning Goals, success criteria and formative data Continue to support PLTs to focus relentlessly on learning for all students through addressing the following questions? 1. What is it we want our students to learn? 2. How will we know if each student is learning each of the skills? 3. How will we respond when some of our students do not learn? 4. How will we enrich and extend the learning for students who are already proficient	
Staff to support individualised support for identified students	\$78,600
Develop of Student Welfare Room	\$2,012

2.

Actions	Costs
Continue to refine case management approach, led by existing school support staff and additional Guidance Officers	\$74,657
Access Professional Development for identified staff to develop capability in Trauma Informed Practices	\$ 6,500
Software to support student tracking (TrackED) and individualised programs (The Basic and Key Skills Builder (BKSB))	Resources \$4,500
Key staff to monitor and track students (Senior Secondary, Junior Secondary) and provide administration support to access for individualised pathways	Staffing \$89,046
Support staff to support student engagement and operationalise targeted programs and support (Youth Support Workers)	Staffing \$75,900



Heather Blessington
Principal
Tannum Sands State High School



Tony Cook
Director-General
Department of Education



**Queensland
Government**