

# Investing for Success

## Snapshot report

**Under the Investing for Success Agreement for 2018  
Trinity Bay State High School received (finalised amount)**

**\$1370898.00**

Our full 2018 agreement can be found at: <https://trinitybayshs.eq.edu.au>

1. When complete, save this document as a PDF and upload it to your school website or distribute to your community. **Remember to delete this instruction text.**

## Our school initiatives are on track to meet or exceed our targets

- During 2018, we focused on maximising the benefits of this funding for our students. After reviewing our 2018 *Investing for Success* agreement, it is clear that we are on track to meet or exceed our targeted student outcomes. We continue to implement our initiatives to ensure that every student succeeds.
- Initiatives implemented include:
  - **Initiative 1- Intensive Elevation Reading and EAL/D Programs**
    - ✚ Screening students to diagnose learning difficulties all students in Yr. 7 and Yr.8
    - ✚ Identified Yr.7 and Yr.8 students below National Minimum Standard were provided with individualised reading programs delivered in targeted intensive classes
    - ✚ Employing three junior secondary trained teachers to work with students who require targeted and intensive reading instruction. This program and teachers in it will continue in 2018
    - ✚ Redirecting and extending the hours of support teachers aides to assist in one on one learning to read strategies under the direct supervision of intervention teacher specialists, (Intensive Elevation Program)
    - ✚ Employing two additional EAL/D teacher to provide intensive Literacy and numeracy instruction to refugee students | adesignated teaching space with additional break out room resources for 1: 1 intervention
    - ✚ Employing .6 FTE teacher to increase the allocation of teacher resource to EAL/D programs from 4 FTE to 4.4 FTE
  - **Initiative 2 - QCE Completions**
    - ✚ Intensive case management of all students in Yr 11 and 12 by the Deputy Principal, HOD Senior schooling, CEC team members and AO staff to ensure students successfully engage to achieve the QCE qualification

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- ✚ This case management process in 2018 has resulted in 100% of all students in the Yr 12 cohort achieving the QCE and all indigenous students have also achieved the QCE qualification
- ✚ This level of intensive case management will continue with Yr 12 students in 2018, it has also been targeted at identified non completion students in Yr 11 2018.
- ✚ Continue with intensive case management with all OP students to provide wthem with indicative OP predications and support and intervention timetabled sessions
- ✚ Fraction FTE finding to employ (1) a VET coordinator to provide support to deliver and meet school service agreement linked senior schooling outcomes related to VET qualifications, SBT&As, QCE completions, work placement and experience for all Yr 10 and Yr 12 students.
- ✚ Employ a AO2 staff member to work with the Senior Schooling HOD to complete a school based YR.13 destination survey, complete Yr 12 to Yr 13 transition interviews and work to deleiver administrative support to the schools Yr. 9 into 10 junior secondary subject and pathway planning process
- **Initiative 3 - Attendance**
  - ✚ In 2018 the school achieved it attendance target whci was above the Headline Indicator threshold in both Attendance rate and Attendance < 85%
  - ✚ The school employed a dedicated AO3 - Attendance officer to work specifically with students and parents/carers to increase students attendance and participation in school
  - ✚ The Attendance officer also works inconjuction with a SBPO, CEC team and teachers to address attendance with at risk students in 2018
  - ✚ This attendance team and strategy will continue in 2018 targeting the Attendance < 85% category as well as increasing the school attendance rate target to 94% for all students.
  - ✚ Closing the gap of attendance between Indigenous and non indigenous students is a focus of this attendance strategy
  - ✚ Use I4S to fund student participation in regional and school based leadership programs, 'Indigenous leaders of the future' and 'Indigenous leaders of tomorrow' for junior and senior students
  - ✚ Developing stronger partnerships with the Clontarf Academy team to enage indigenous boys and tgheir families in the activities, ebvents and educational programs deleivered through the school and the Academy
  - ✚ Hold regular Indigenous parent/carer forums at the school to provide information about the educational programs and opportunities at the school.

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## Our school initiatives are showing substantial progress toward our targets

After reviewing our 2018 *Investing for Success* agreement, it is clear that we have made progress toward our targeted student outcomes. We will continue to focus on maximising the benefits of this funding for our students, and adjust our initiatives as needed to ensure every student succeeds.

### *Initiatives implemented include:*

- **Initiative 1- Junior secondary curriculum**
  - ✚ Reviewing and modifying the foundation/ essential skills and learning elements into English and Maths for Years 7 & 8 during 2018 and for the commencement of 2018.
  - ✚ Particular focus on intensive support for EAL/D refugee students and low ability indigenous students, with dedicated teachers and support staff to provide intensive language development for high needs students.
  - ✚ Intensive Elevation Reading programs, deploying specialist teachers with specific support and intervention from dedicated teacher aides to deliver a focused use of reading strategies
  - ✚ Publish achievement ladder results to all students at end of each term and teachers provide feed forward to students to set new and realistic academic goals
  - ✚ Purchasing and deploying recognised support materials to be used in the intensive reading instruction, including online Literacy Planet program
  - ✚ Increase the percentage of “C and above” English results from 79% (cumulative) to 85% in Year 7, 8, 9 & 10 by 2018. There has been small percentage gains with Yr.8 English reaching 88% at A-C (semester 1)
  - ✚ Engage Yr.7 U2Bs strategies in Maths and English, focus on accelerated learning and ‘Just Right’ BSDE program and Solid Pathways program as well as school based extension curriculum strategies developed by the Junior Secondary HOD and Yr 7 teaching team
- **Initiative 2- Digital Technologies**
  - ✚ Extend BYOX in 2018 with all students and teachers students, to engage students in ‘Digital technologies’ ‘Entrepreneurship’ and STEAM initiatives – DRONES and CODING
  - ✚ This initiative will be extended with all Yr 7 students engaged in the Australian Curriculum areas of Digital Technologies and Digital Design - especially in Maths, Information Technologies, Industrial Arts and Home Economics
  - ✚ To accommodate teacher and student engagement with digital learning opportunities I4S was utilised to strengthen the IT infrastructure and technical team- employing (3) IT technicians and an AO2 officer
  - ✚ The school has invested into READ CLOUD/Jacaranda Learn online resources in Maths, English, Science and SOSE for all Yr 7,8,9 and 10 students which they can access via BYOX on their own devices with access to a very accessible WIFI network.
- **Initiative 3 -Teacher capability development**
  - ✚ I4S funding invested into HOD Teaching and Learning to drive explicit teaching, APR and Capability development

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- ✚ Improving teacher capability through focused coaching by (2) explicit teaching coaches to maximize teachers in effective support with pedagogical practices with this coaching program
- ✚ I4S funding to employ a secondary teachers to backfill and release explicit teaching coaches with reduced teaching work loads to engage with teachers from all KLAs in explicit teaching pedagogies, ESCM and profiling
- ✚ Reviewed differentiated coaching in pedagogy approaches, literacy and numeracy, as well learning walks and peer observation strategies will be reviewed in 2018 to ensure that the professional learning needs of teachers are met through the CDT and its resources.
- ✚ Delivering high quality professional development in Explicit Teaching modules and elements for all teachers as well as exploring the need address emerging new pedagogies to skill teacher for the demands of student learners and provide them with 21<sup>st</sup> century skills.
- ✚ Use I4S to develop and deploy environmental print resources in English, Maths, SOSE and Science classrooms throughout the school used to support and consolidate the Whole school Literacy and Language strategy and the Whole School Numeracy strategy

- **Initiative 4 -Whole school NAPLAN strategy**

The whole school NAPLAN strategy which engaged all teachers from all KLAs was successful in 2018 providing significant gains and outcomes resulted including:

- ✚ Yr 7 and 9 Reading will be again addressed by the teachers of the IEP as well as support/intervention in English, Science and SOSE.
- ✚ Improvements in Yr 9 U2B – Numeracy will be addressed with the further introduction of the YUMI deadly Maths program and the access to online digital resources- READ CLOUD and Learn on
- ✚ The school will roll out a new whole school Numeracy plan which will allow all KLAs teachers to access the key elements of Numeracy in respective subjects areas and explicitly teach these with students.
- ✚ Improvements in Yr 7 - Spelling %@or above NMS and U2Bs achievement was a highlight identified as improvement relative to the nation.

## Our school initiatives have shown limited progress toward our targets

During 2018, limited progress was made toward our targeted student outcomes. We will review our initiatives and make adjustments to better focus on maximising the benefits of *Investing for Success* funding for our students.

***Initiatives implemented include:***

- **Initiative 1- NAPLAN - U2Bs Yr7/9**
- ✚ Use I4S to employ a U2Bs coach to work with identified students in Yr 7/8 using COGATs testing, Thrively online student assessment tools, Navigate JCU orientation program and the Circle of thinkers program

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- ✚ U2Bs coach to work with a team of (8) teachers in a cross curricula approach to focus on critical and creative thinking in Maths, Science, English and SOSE

- **Initiative 2 - Post secondary destinations**

- In 2018 73.6% of Yr 12 students were engaged in training, education and work, this was a drop from > 80% trend since 2013, yet an improvement from 72% in 2016
- Promote with students and parents that Senior schooling HOD and team has in place post destination support strategies available to students via social media – school Face Book page,
- Employ a AO2 in the senior schooling team to contact and track the destinations of the 2018 Yr 12 students graduates in 2018 , provide support and interventions to students with no identified pathway to engage with education, training or work,
- Effective promotion and advertising of post secondary support services with our partnerships with industry, educational institutions ( TAFE, JCU and CQU) and RTO/private providers.

- **Initiative 3 - A-C results Maths**

- ✚ A- C results specifically in Maths requires targeted interventions with both students and teachers this will include:
  - ✚ Teachers strictly adhering to the implementation of the Australian Curriculum using the assessment standards and content descriptors in planning topics and units of work,
  - ✚ More regular moderation of students work during the teaching and learning cycle and when planning assessment instruments,
  - ✚ Introducing digital technologies curriculum into Yr 7 and 8 Maths in 2018 utilising curriculum content and iPad resources
  - ✚ Investing in STEAM projects in Junior Secondary such as DRONES and CODING activities
  - ✚ Use I4S funding to allow the Maths/Science teachers to further engage in the QUT - CSIRO Indigenous STEM education project PRIME futures program.

**The benefits for teachers involved in the PRIME futures program include:**

- ✚ Improved teacher capacity in the teaching of mathematics to Indigenous students,
- ✚ Increased student participation in mathematics,
- ✚ Increased student achievement in mathematics,
- ✚ Increased student skills in mathematics,
- ✚ Reconciliation value, providing an excellent opportunity for intercultural understanding,
- ✚ Showcasing Aboriginal and Torres Strait Islander histories and cultures,
- ✚ Increased profile as an innovative school, working with the Queensland University of Technology (QUT) in collaboration with Australia's premier scientific research organisation, CSIRO,
- ✚ Increased engagement with the local Indigenous community,
- ✚ Exposure to STEM careers relevant to Indigenous Australians.

**Benefits for teachers involved in the PRIME Futures:**

- ✚ Providing teachers (referred to as teacher-trainers) to participate in a program of teacher professional

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- development,
  - ✦ Organising in-school professional development led by teacher-trainers,
  - ✦ Engaging with local Indigenous community,
  - ✦ Trialling and providing feedback on resources,
  - ✦ Participating in cluster activities,
  - ✦ Developing and implementing school and cluster work plans,
  - ✦ Participating in the monitoring and evaluation of the program,
  - ✦ YuMi Deadly Maths Teacher Development Training (TDT) professional development workshops (4 × 3 days) and resources,
  - ✦ YuMi Deadly Maths TDT online support (email, phone, discussion board, resources, learning modules),
  - ✦ YuMi Deadly Maths TDT practitioner as a coordinator of your cluster,
  - ✦ Five one-day visits to your school by a YuMi Deadly Maths TDT practitioner,
  - ✦ One extra cluster-directed 3-day professional development workshop for review, reflection and sustainability of the program.
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