

Investing for Success

Under this agreement for 2018

Cavendish Road State High School will receive

\$602,759*

This funding will be used to:

Target	Measures
Increase student performance in NAPLAN.	<ul style="list-style-type: none"> • Increase the number of students at or above NMS to 98% in all Year 9 NAPLAN domains. • Increase the number of students achieving in the Upper Two Bands in all Year 9 NAPLAN domains. • Increase student relative gain in NAPLAN.
Improve results in Junior Secondary.	<ul style="list-style-type: none"> • Increase the percentage of students achieving a 'B' standard or above in Years 7, 8 and 9 English, Mathematics and Science.
Improve results in Senior Secondary.	<ul style="list-style-type: none"> • Maintain QCE 100%. • OP 1-5 – maintain 30% in 2018. • OP 1-15 – increase from 88% in 2017 to 90% in 2018. • Increase number of students receiving a Certificate III qualification or higher. • Increase senior school retention rate from 97% to 98%.
Improve attendance rates across the school.	<ul style="list-style-type: none"> • Increase the attendance rate of students from 92% in 2017 to 95% in 2018.
Close the Gap for Indigenous students.	<ul style="list-style-type: none"> • Increase the attendance rate of Indigenous students from 90% in 2017 to 93% in 2018. • Close the gap between Indigenous and non-Indigenous students attending less than 85% of the time (18% in 2017 to 15% in 2018). • Ensure 100% of Indigenous students continue to achieve a QCE.
Improve teacher capability in delivering quality teaching.	<ul style="list-style-type: none"> • 100% of teachers participating in Professional Learning Communities and feedback loops.



Our initiatives include:

INITIATIVES	EVIDENCE BASE
<ul style="list-style-type: none"> Employing teacher aides to provide literacy and numeracy support. Assigning tutoring hours, implementing and analysing test data, assigning homework club provisions and maintaining the database. Employing a teacher aide to input data and track progress for the invention team. Developing a whole school approach to teaching writing to support the teaching of writing across all learning areas in response to the students' 2017 NAPLAN Writing performance. Providing professional development and coaching to deepen teachers' understandings of the Australian Curriculum and providing targeted and scaffolded instruction to secure highly effective teaching. Developing a shared understanding of 'data literacy' and supporting teachers and leadership teams to effectively use data to inform targeted teaching. Employing a teacher as a thinking coach. 	<p>Stuart, M & Stainthorp, R 2015, <i>Reading Development and Teaching</i> Sage, London.</p> <p>Walpole, S & McKenna, M 2017, <i>How to Plan Differentiated Reading Instruction</i>, New York, The Guildford Press.</p> <p>Fisher, D, Frey, N, Hattie, J 2016, <i>Visible Learning for Literacy</i> Corwin, California USA.</p> <p>Tomlinson, C 2004, <i>Differentiation for Gifted and Talented Students</i>, Sage Publications, UK.</p>
<ul style="list-style-type: none"> Employing a senior school teacher aide to input data and track progress for senior schooling intervention team. Strengthening the case management approach for students who are on a QCE or QCIA pathway and provide focused and intensive teaching to 'C' level students in order to improve the quality of their demonstrations of learning against the relevant year-level achievement standard. Developing an interdisciplinary case management approach to supporting students at risk of leaving school before Year 12. 	<p>Sharratt, L & Fullan M 2012, <i>Putting FACES on the Data: What Great Leaders Do!</i> Corwin, California, USA.</p>
<ul style="list-style-type: none"> Analysing attendance data to ensure an effective and proactive attendance monitoring process. Engaging with regional behaviour support programs for identified 'at risk' students. 	<p>Sharratt, L & Fullan M 2012, <i>Putting FACES on the Data: What Great Leaders Do!</i> Corwin, California, USA.</p>
<ul style="list-style-type: none"> Employing an Indigenous liaison officer to support students. Providing an annual Indigenous Awards evening to celebrate achievements and continue to engage Indigenous students and their families. Implementing a homework club to support students. Continuing an interdisciplinary case management approach involving parents, school and community to support Indigenous students on a QCE/QCIA pathway. 	<p>Angelo, D 2013, <i>Identification and assessment contexts of Aboriginal and Torres Strait Islander learners of SAE, Language Testing and Assessment</i>, Vol. 2, pp. 67-102.</p>



<ul style="list-style-type: none"> • Embedding the school's pedagogical framework as the shared language of teaching and learning. • Embedding the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice. 	<p>DuFour, R & DuFour, R 2012, <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria.</p> <p>Danielson, C 2016, <i>Talk About Teaching!</i> Corwin, California USA.</p>
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Our school will improve student outcomes by:

ACTIONS	COSTS \$
Learning Support – employment of teacher aides to support the school's literacy and numeracy improvement agenda.	\$107 500
Directors of Student Achievement Support – employment of teacher aide to assist in tracking and monitoring of student progress, purchase of software, programs, guest speakers and provision of funds to support attendance strategies.	23 705
Senior Schooling – purchase of a range of resources including QCE top up courses, camp alternative programs, alternative pathway programs, QCS resources and teacher aide wages to support students in the senior years.	135 585
Mathematics – employment of a teacher as a junior secondary leader to build student capability in Years 7–9 Mathematics.	23 000
Indigenous – employment of an Indigenous liaison officer, funding of Indigenous Awards night, homework club and competitions, funding for an awards program to motivate Indigenous students.	40 650
Resource Centre – funding of a teacher aide to support students to develop research and writing skills.	54 000
Philosophy Thinking Coach – employment of a teacher as a Thinking Coach.	23 000
Teaching and Learning – provision of professional development for staff including 'The Art and Science of Teaching' and TRS days to support the implementation of the 'Reflecting Together' observation process.	101 000
Student Wellbeing – purchase of a range of programs and funding of initiatives to support wellbeing.	50 000
Literacy – purchase of resources to support the work of the literacy coordinator.	7 000
Purchase of general resources to support initiatives.	37 319



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