

Investing for Success

Under this agreement for 2020 Centenary Heights State High School will receive

\$684,425*

This funding will be used to – ‘evidence base Anita Archer 16 principles of explicit instruction’

1. Having begun the training of our classroom teacher aides in Literacy, a further 25 classroom Aides will be trained in 2020 along with 11 teachers who are new to our school in 2020. This brings us to 100% of teachers trained and 100% of teacher aides trained.

NAPLAN RESULTS 2019

Year 7 Results

Year	Level	Reading	Writing	Spelling	G & P	Numeracy
2019	School	95.4	93.8	96.7	89.2	97.0
	State Schools	92.9	84.5	91.3	87.6	93.0
	National	94.7	89.8	93.3	92.6	94.7

Reading

- Above State and National Mean: 95.4 (School); 94.7 (National) and 92.9 (State).
- Decrease in percentage of students at or below NMS: 10.9% in 2019 is on par with 10.7% in 2018, compared to 13.3% 2017.
- Continue trend of 2018, 2017 with significantly fewer students at or below NMS school level - 10.9% compared to State 21% and National 16.7%.
- Challenge: Decrease in students in U2B: 28.1% in 2019 compared to 35.8% 2018 and 29.9% in 2017. U2B 28.1% result better than 22.7% State but lower than 30.0% National.

Writing:

- School results of 94.4% at or above NMS significantly above State 81.6% and above National 86.9%. Was a decline in Writing nationally in 2019.
- Continue Trend of 2015, 2016, 2017: Fewer students in L2B – 25.1% School - compared to National 29.3% and State 39.6%.
- Decrease in number of students in L2B: 25.1% 2019 compared to 27.6% 2018.
- More students in U2 Bands compared to State – 14.9% School; 11.5% State; on par with National 15.1%.
- Increase numbers of students in U2B from 13.2% in 2018 to 15.4% 2019, although not as high as 2017 - 18.1%.

Spelling:

- students in Bands 4 and 5 – School 13.3% - compared to National 17.4% and State 19.7%.
- School result of 96.8% NMS better than State 91.3% and National 93.3%.
- 96.9% boys at NMS% compared to State 88.6%.
- 96.45 girls at NMS% compared to State 94.0%.
- Decrease in number of boys in L2B – from 16.6% in 2017 to 14.4% in 2018, to 11.5% in 2019. This compares to State results of 24.1%, which has significantly increased since 2017.



Grammar & Punctuation

- Greater number of students in U2B – 35.3% compared to National 29.1% and State 27.4%.
- Above state and national NMS%.
- As for school results, has been an increase in no. of boys in U2B from 27.8% in 2017 to 30.9% in 2018 to 34.3% in 2019, which is above 2019 State result 22.6%. Has also been an increase in no. of girls in U2B from 29.4% to 32.1%, above State result of 26.5%.

Numeracy

- Continue Trend of 2015, 2016, 2017, 2018: Lower numbers of students in Bands 4 and 5 – 15.8% - compared to National 16.5% and State 22.6%.
- Has been a decrease in no. of students at or above NMS from 99.2% in 2017 to 98.3% in 2018, but above State result of 94.6% and National result of 95.4%.

Year 9 Results

Year 9	Level	Reading	Writing	Spelling	G & P	Numeracy
2019	<i>School</i>	94.6	88.1	96.7	95.0	99.6
	<i>State Schools</i>	87.4	73.2	89.4	85.1	95.0
	<i>National</i>	92.0	82.9	92.3	89.8	96.3

Reading

- Improvement in no. of students in U2B from 22.4% in 2017; 23.9% in 2018; to 26.7% in 2019.
- Continued reduction in the number of students in Band 5 – an improvement from 2017, which recorded the highest number of students in Band 5 since 2011. School result of 5.4% in Band 5 better than National result 8.0% and State results of 12.6% (Increase in Band 5 both State and National).
- Lowest number of students in Band 6 – at NMS – since 2009.
- Decrease in no. of students in L2B – from 23.5% in 2017 to 20.3% in 2018, to 17.1% in 2019. Better than National result - 22.2%; and State – 31.2%.

Writing

- Has been an decrease in numbers of students in L2B - 35.8% in 2019, significant decrease from 39.4% in 2017 and 43.6% in 2018, lower than State result of 51.5% and National result of 39.4%.
- School result of 88.1% significantly above State result of 73.2% and above National result of 82.9%.
- Has been increase in number of students NMS – 88.1% in 2019, compared to 82.2% in 2018; and 80.5% in 2017

Spelling

- Continue trend evident since 2013 – lower numbers of students at or below NMS – 12.8% in 2019 compared to 17% in 2018; better than State 23.6% and National 22.3%.
- Decrease in boys in Band 5 – 4.2% in 2019 compared to 8.3 % 2018.
- Significantly fewer boys at or below NMS – 15.9% - compared to state 34.2%.
- Marked decrease in boys in L2B from 22.8% 2018 to 15.9 % 2019

Grammar & Punctuation

- Decrease in numbers of students in Band 5 – from 8% in 2017 to 6.8% in 2018 to 5% in 2019
- Decrease in students at or below NMS with 21.6% in 2019 compared to 25.7% in 2018 .
- L2B 21.6% lower than State 35.3% and National 26.7%.

Numeracy

- Continue Trend of 2015, 2016: Lower numbers of students in L2 B – 11.7% compared to National 17.8% and State 24.6 % . Also a decrease in percentage of students in L2B from 12.3% 2018.
- 99.2% boys NMS% compared to State 94.3%
- 100% girls NMS% compared to State 95.9%
- Significantly fewer boys in L2B : 5.8% compared compared to State 24.4%
- Significant decline in no. boys L2B from 13.4% 2018 to 5.8% 2019.



2. Continue the significant support for students in Years 7 and 8 whose literacy and numeracy are very low – we have in 2020, 346 students assessed for learning support
3. Maintain and ideally increase the percentage of Year 12 students attaining a QCE from 97.5% in 2017, 97.93% in 2018 and 96.89% in 2019
4. Further increase the percentage of students in U2B (Upper 2 Bands in NAPLAN) across all areas
5. Support the language development of students for whom English is a second language

Our initiatives include

1. **Continuation from year 1 of this program in 2018, year 2 in 2019 i.e. YuMi Deadly Maths (YDM) – Integrated Secondary School Project and in 2020 to the final stage**
 - 2018-2019 - General training in the overall YDM pedagogy designed to show how to teach all Australian Mathematics Curriculum strands to Year 9 (suitable also for Years 7-12 and Years 10-12 vocational mathematics)
 - Accredited Inclusive Mathematics (AIM) – training for staff to support underperforming students to reach Year 9 level and access Years 10-12 subjects
 - Mathematics in Training Initiative (MITI) – training to modify and create materials to enrich and extend students for Years 7-12 in preparation for senior mathematics and university entrance
 - In 2019 Foundational Maths and Essential Maths in the new QCE were included
 - 2020 – the final milestone of the Yumi Deadly Maths program will occur
2. **Continued deployment of extra teaching staff:**
 - To develop Individual Curriculum Plans (ICPs) for students exhibiting ability levels well below age appropriate levels in the junior school and support students struggling in the focus areas of literacy and numeracy
 - To individually case manage students who struggle with learning
 - To run Study Skills classes
3. **Participation in the Unify/Critical Thinking program for students with very high academic ability; Multi-Lit program for those students identified well below level; MacqLit program for small groups of older low progress readers and in 2020 including Philosophical Thinking (funded through learning support).**
4. **Participation in the Beyond Broncos Indigenous student mentoring program** – where Indigenous boys with challenging behaviours are mentored by a Co-ordinator appointed through the Broncos and Broncos players themselves
5. **Participation for junior boys in the ‘strength’ program** - designed to lift self-esteem and positive behavioural choices
6. **Deployment of Teacher Aides in classrooms** – to support junior students and senior students who struggle with learning – increases QCE attainment
7. **Deployment of Teacher Aides to work side by side students with who are not eligible to be verified with a disability – but whose learning outcomes are well below minimum standards.**
8. **Administration assistance** – to run our complete Junior Secondary program and Enrolments processes (part-time)



9. **Employment of Wellbeing Worker at Flexi School** – her work to ensure students at risk meet their medical/emotional trauma treatment responsibilities to allow them to stay at school
10. **Literacy training** – ongoing for Teachers (11 in 2020) and Teacher Aides (25 in 2020) who work in classrooms (funded through whole school Professional Development)
11. **Reading training** – for all teachers beginning in 2020 (12-18 teachers will be trained in 2020)

Our school will improve student outcomes by

1. **Funding YuMi Deadly Maths: \$10,000.00 outlay (funded through whole school Professional Development in 2020)**
 - As outlined above
 - Cost in the program for 2019 \$30,000.00 and replacements for participating staff (TRS) 10 days x \$450 = \$4500.00
 - 2020 will see an amount again outlaid as the program progresses into its 3rd and final year of training (\$10,000.00)
2. **Continued deployment of extra teaching staff to: \$168,000.00**
 - a) Design, implement and review Individual Curriculum Plans (ICPs)
 - b) To teach classroom teachers to re-design assessment
 - c) Conduct Study Skills classes. Deployment of:
 - Learning Support Co-Ordinator (oversees 23 Teacher Aides ongoing liaison with primary partner school staff in order to best transition students to secondary, co-ordinate the assessment of students in need of learning support) – equivalent 1.0 FTE
 - Teachers working in part as Individual Case Managers and supporting students in Study Skills (staff who under the guidance of the Learning Support Co-Ordinator, develop and deliver learning and assessment programs to build success in struggling learners) - equivalent 1.0 FTE
 - Teachers working in part to support EALD students in language development
3. **Funding participation for students in mentoring programs:**
 - Beyond Broncos: **\$5000.00** (this funds 17 boys in the program)
 - Strength: **\$2000.00**
4. **Funding for Teacher Aides** – 23 in total (these staff work side by side student learners): **\$356,083.00**
5. **Funding for Teacher Aides to work with students who are not eligible to be verified with a disability** but work with the assistance of Teacher Aides especially trained in Special Education: **\$6912.00**
6. **Administration assistance to run our complete Junior Secondary program and Enrolments processes (part-time): \$60,610.00**



7. **Employment of Wellbeing Worker at Flexi School - \$82,820.00** contribution to annual wage of Wellbeing Worker at our Flexi School – her work to ensure students at risk meet their medical/emotional/trauma treatment responsibilities to allow for them to stay in school
8. **Literacy Training** – for all new teaching staff 2020 - **\$8000.00** (funded through Mentoring)
9. **Literacy Training** – for a further 25 Teacher Aides - **\$3000.00** (funded through I4S)
10. **Reading Training** – beginning in 2020 with 12-18 teachers and Librarian funded through whole school Professional Development: cost - **\$8290.00** (funded through Mentoring)



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