Under this agreement for 2016
CRAIGSLEA STATE HIGH SCHOOL will receive $304,660

This funding will be used to

1. Ensure 100% senior students exit with:
   - QCE/QCA
   - Min Certificate 2 (preferably Certificate 3 OR OP
   - All early leavers enter a training/employment pathway

2. Reach our Literacy/Numeracy Targets
   - 70% of students achieving NMS above national % in all five domains
   - NAPLAN mean score above national mean in all five domains
   - Increase percentage of students in U2 Bands in all NAPLAN domains (above 25%)
   - Student ‘gain’ (years 5-7 & 7-9) greater than state

Our initiatives include

1. Continue to match students to appropriate senior schooling courses (in particular VET) and provide alternative pathways and support
2. Provide support for students at risk of not achieving a QCE
3. Implement an Essential Skills Program for students who are not participating in the QCST

4. Strengthen the Implementation of our literacy & numeracy plan for three tiers of literacy and numeracy teaching including:
   - Differentiated teaching – explicit strategies in all classrooms
   - This will be supported by continuing to increase teacher capacity through coaching, peer learning groups focusing on particular high-effect, evidence-based strategies and encouraging reflective practice
   - Focused teaching – for identified students
   - This strategy will be implemented through the support of particular groups of targeted students by literacy & numeracy support teachers, EALD teacher, teachers and teacher aides
   - Intensive teaching – for small numbers of students
   - These students will be given intensive support in areas of need identified through diagnostic assessment

5. Focus on improving reading comprehension and higher-order thinking skills across the school by concentrating on evidence-based strategies to widen teachers’ and students’ repertoires including further development of cooperative learning strategies (including reciprocal teaching), extending the use of top-level structure and introducing three level guides

6. Continue to implement literacy and numeracy diagnostic assessment programs in years 7 – 9
   - These programs will include assessing current performance and provide base-line data of Year 7, 8 & 9 students by:
     - Measuring reading/comprehension levels of all students in Years 7 & 8 (PAT-R, Year 5 & NAPLAN Data)
     - Diagnosing reading difficulties of targeted students in Years 7, 8 & 9
     - Measuring numeracy levels of Year 7 & 8 students (PAT-M, Year 7 NAPLAN data)
     - Diagnosing numeracy difficulties of targeted students
     - Identifying students requiring intensive teaching (e.g. performing at NMS or below in Numeracy & Literacy) through a review of Year 5, 2014 NAPLAN data & February 2015 data; Year 7, 2015 NAPLAN data & February 2015 testing, & Year 7, 2014 NAPLAN data & Year 9 testing (conducted in December 2015)

7. Provide multi-level support for all students including:
   - A highly targeted, individual approach to NAPLAN preparation
   - Participation in the Booster Literacy & Numeracy on-line programs for identified Years 7 & 9 students designed to support and develop the numeracy & writing skills of students who are identified as having potential to move into the U2 Bands
   - Continued participation in the Unity program by students identified as requiring extension

Our school will improve student outcomes by

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<tr>
<th>STRATEGY</th>
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<tbody>
<tr>
<td>Engaging an <strong>Academic Coach</strong> to undertake academic monitoring role for senior students – 2 days per week <em>(4) : Target – students at risk of not achieving QCE</em></td>
<td>$30 000</td>
<td>Continuing to engage a <strong>Pedagogy Coach</strong> and provide TRS to:</td>
<td>$40 000</td>
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<td>• increase teacher capacity in cooperative learning strategies</td>
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<td>• increase teacher capacity in high-yield pedagogical practices to improve reading comprehension (e.g. reciprocal teaching &amp; three level guides)</td>
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<td>• provide continuity in staff understanding of the school’s pedagogical framework (Classroom Instruction that Works)</td>
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<td>Engaging a <strong>Success Coach</strong> to aid identified students in their transition from school to work or other training</td>
<td>$18 000</td>
<td>Engaging <strong>Mighty Minds</strong> to provide feedback &amp; develop targeted literacy &amp; numeracy intervention programs for all Year 7 &amp; 9 students</td>
<td>$15000</td>
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<td>Introducing an <strong>Essential Skills Program</strong> for senior students who are not participating in the QCST. This course will contribute 1 credit point each year towards the attainment of the QCE for participating students</td>
<td>$19 500</td>
<td>Engaging a <strong>teacher</strong> to coordinate literacy &amp; numeracy support <em>(2)</em></td>
<td>$22 300</td>
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<td>Engaging a <strong>Senior Schooling Support Officer</strong> to provide assistance for HOD Senior Schooling in matching students to appropriate senior secondary courses, especially VET</td>
<td>$29 255</td>
<td>Engaging a <strong>teacher aide</strong> to provide administrative support for literacy &amp; numeracy activities (1 day per week)</td>
<td>$8 800</td>
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<td>Providing funding for a full-time literacy &amp; numeracy teacher aide <em>(to support students)</em></td>
<td>$50 745</td>
<td>Providing support and extension for targeted students through engagement in <strong>Unify programs &amp; participation in Literacy &amp; Numeracy Booster Online Programs</strong></td>
<td>$37 000</td>
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<td>Providing professional development support for teachers <em>(TRS)</em></td>
<td>$12 560</td>
<td>Engaging a <strong>teacher aide</strong> to provide support for EALD students</td>
<td>$16 500</td>
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<td>Providing software &amp; resources to support learning</td>
<td>$5 000</td>
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Stefan Nightingale
School Council Chair
Craigslea State High School

Mark Farwell
Principal
Craigslea State High School

* Funding amount estimated on 2015 data. Actual funding will be determined after 2016 enrolment data are finalised.