Investing for Success

Under this agreement for 2022
Lockyer District State High School will receive

$671 072

This funding will be used to	
Target	**Impact measures**
Build and enhance a *culture of belonging*; assisting every student to pursue their potential within an environment that is safe, respectful, tolerant, inclusive, and promotes intellectual rigour.	**Attendance** • Whole school attendance - >=90% • Whole school <85% attendance - <30% • Reduced fractional truancy **Engagement** • Whole school effort reporting A-C rate - >=90% • Reducing number of N results on whole school reporting data • Established and clearly communicated wellbeing program delivered in 7-10 BBA (Belong Believe Achieve – Pastoral care program) **Behaviour** • Whole school behaviour reporting A-C rate - >=90% • Established processes of Tier 2 and 3 PBL (Positive Behaviour for Learning) support for re-engagement with learning
Build and enhance a *culture of learning*; assisting every student to achieve – and every teacher to teach to – high standards through provision of the right time, support, and assistance.	**NAPLAN** • Relative Gain – Year 9 (85% Reading; 70% Writing; 96% Numeracy) / Year 7 (80% Reading; 75% Writing; 92% Numeracy) **Exit outcomes** • QCE (Queensland Certificate of Education) /QCIA (Queensland Certificate of Individual Achievement) – 100% (QCE 95%) • VET (Vocational Education & Training) completion - >=90% • 10-12 retention - >=70% **Academic outcomes** • 7-10 academic reporting A-C rate - >=86% • Whole school academic reporting A rate - >=13% • Whole school academic reporting B rate - >=37%
Build and enhance a *culture of development*; developing a community of learners, and leaders, with shared responsibility and accountability for school and student improvement.	**Student leadership** • Establishment of student voice groups within each of the General Capabilities, supported by staff pedagogical leadership • School Opinion Survey (Student) – *My school takes students' opinions seriously* >=60% • School Opinion Survey (Student) – *My school gives me opportunities to do interesting things* >=85% **Staff leadership** • 100% of teaching staff engaged in an expanded PLC strategy supporting targeted differentiation for students • Implement the GROW together strategy and expand our commitment to providing teacher mentors

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Our initiatives include

Evidence base	Initiative
DOE: Everyday Counts Fisher, Frey, Hattie, (2012) How to create a culture of achievement Sharratt and Fullan (2012) Putting Faces on the Data Harris A, Distributed Leadership and School Performance LDHS *Wellbeing Framework* *Every student succeeding - State Schools Strategy 2018-2022* continues to include the priorities of improving Year 12 Certification rates and closing the gap for Aboriginal and Torres Strait Islander students.	Embed roles of Head of Year (HOY) for Year 7, Year 8, and Year 9; with a focus on case management, and improved attendance/engagement and reduced fractional truancy in Junior Secondary; Collaboratively establish, communicate, and embed a 7-12 case management strategy to support improving academic and engagement outcomes for students; Developing, implementing and improving a whole-school SEL program to build resilient, confident, adaptable students armed with skills required as 21st century learners. Continuing academic coaching for students in the Senior Phase who are at risk of not receiving a QCE.
#AC2020. ACARA Australian Curriculum Version 8. Queensland Curriculum and Assessment Authority. EIB Full School Review 2020 DOE : Dimensions of Teaching and Learning LDHS "Our Pedagogy". Sharratt and Fullan (2012) Putting Faces on the Data Archer: 16 Elements of Explicit Instruction .	Standardising processes for implementing ICPs for students identified as requiring a different year level curriculum; Embedding "Our pedagogy". Create teacher agility to deliver the intended curriculum by developing a clear understanding of school-wide, effective feedback strategies. Improve student voice/agency and student engagement in learning; Deepen teacher understanding of Explicit Instruction – use of Learning Intent and Success Criteria to reflect Achievement Standards; Increase differentiation processes and collegial conversations to increase teacher's ability to meet student's learning needs, including students on ICPs and Discipline Improvement Plans.

Fisher, Frey, Hattie, (2012) How to create a culture of achievement
 	
Sharratt and Fullan (2012) Putting Faces on the Data
 	
Harris A, Distributed Leadership and School Performance
 	
Breakspear, S. (2017) Agile leadership and learning sprints
 	
LDHS *Wellbeing Framework*
	Embedding Professional Learning Communities (PLCs) as a collaborative mechanism to improve differentiation strategies across and between faculties. Use Simon Breakspear's Agile Schools strategy to facilitate.
	Create a strategic response to building student leadership, including:
	   o Re-structuring the Student Representative Council (SRC) to maximise effectiveness;
	   o Increase opportunities for students to be engaged in school activities.
	Extend school partnerships to broaden leadership and specialised learning programs for students.

Our school will improve student outcomes by

Actions	Cost
1. Building and enhancing a *culture of belonging* by:	
• Employment of 1.1 FTE Youth Support Coordinators to support Junior Secondary students to improve attendance rates through case management and proactive engagement programs.	$80,072
• Employment of 0.7 FTE Administration Officer to track attendance via attendance rolls.	$56,538
• Employment of 2x Head of Year (HOD Student Services), augmenting a third school funded Head of Year (HOD Student Services), to support case management of Year 7-9 students	$330,000
• Installation of 3x flagpoles to more appropriately acknowledge, and make welcome, Indigenous cultures	$12,500

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•Refurbishment and repurposing of facilities to create a Student Support Services Hub	$10,000
•Sourcing *Top Blokes* intervention program for students at risk of disengaging	$3,500
•Supporting the expansion of the Rugby League Signature Program to provide positive reinforcement and encouragement for students at risk of disengaging	$10,000
2. Building and enhancing a *culture of learning* by:	
•Developing consistency of teacher practices and the integrity of Australian Curriculum implementation through alignment planners and quality assurance; supported by professional development and collaborative planning time	$17,000
•Employment of 0.6 FTE Administration Officer to support record keeping, student tracking, and effective case management of Senior Students towards QCE/QCIA attainment	$48,462
•Employment of 1.0 FTE Facilities Officer in the Trade Training Centre to support VET outcomes and industry connections for students to trade-based pathways	$61,500
•Employment of 27.5 hours/week of Teacher aide time to support small group and in-class literacy/numeracy support for targeted students	$41,500
TOTAL	**$671,072**

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