

Investing for Success

Snapshot report

Under the Investing for Success Agreement for 2016 Kedron State High School received

\$765 994

Our full 2016 agreement can be found at:

<https://kedronshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/2016-i4s-kedronshs.pdf>

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

Throughout 2016, we have focused on maximizing the benefits of this funding for all of our students. After reviewing the Investing For Success agreement and our 2016 data, it is clear we are on track to meet our goals. We continue to implement our strategies to ensure every student improves and succeeds.

Significant achievements towards our goals include:

- Continued strong performance of our students in meeting the National Minimum Standard in all NAPLAN tests, including our over 20% of students who are identified as EAL/D (English as another language or dialect) or refugee students.
- Positive relative gain results in Years 7 and 9 for all students identified as lower to middle performing students as compared with the state.
- Maintaining results in Year 7 & 9 NAPLAN for all areas that are statistically similar to or above the nation in National Minimum Standard, Mean Scale Score and Upper Two Bands.
- Continued strength in percentage of students receiving a C or greater in English (97.1% in Year 7, 99% in Year 8, 98.7 % in Year 9 and 94.5% in Year 10).
- Continued improvement in QCE attainment – anticipated to reach over 97% in 2016

Areas we have identified for improvement:

- Although our data for upper two bands students is similar or above the nation, we have identified that the relative gain of our upper end students as an area to target for improvement in 2017.
- Our Mean Scale Score for Year 9 writing is declining subtly and we seek to address this in 2017.
- Earlier identification of students eligible for QCIA needs to be enhanced.

Strategies implemented

- Targeted smaller classes for EAL/D and refugee students to allow maximization of learning opportunities
- Implementation of intervention programs for literacy and numeracy, utilizing additional purchased teacher and teacher aide time to address identified gaps in student learning.
- Employment of part-time QCE attainment officer to identify and case manage students at risk.
- Enhanced and supported whole school reading, writing and numeracy strategies.
- Allocation of funds to support teacher professional development through the deployment of co-coaches in key areas such as pedagogical practice, literacy and numeracy.