Investing for Success

Under this agreement for 2020
Bowen State High School will receive

$386 449

This funding will be used to

Increase achievement with the Australian Curriculum by increasing the attendance rates for all students to 95%.
Build teacher capacity to explicitly teach the subject-specific literacies (reading and writing demands) of the Australian curriculum to achieve 85% A-C results for English, Maths and Science in years 7-9.
80% of students show a relative gain at least equivalent to their year on year progression from Year 5-7 and Year 7-9 in NAPLAN.
40% increase in number of students writing at level (literacy continuum – cluster 14)
25% increase in number of students writing above level (literacy continuum – cluster 15 and 16)
4% increase in percentage of year 9 students achieving in the U2B - 9 NAPLAN (writing) 2020.
10% increase in percentage of year 9 students achieving in the NMS - 9 NAPLAN (writing) 2020.
Increase MSS mean scale score - 19 points - 9 NAPLAN (writing) to SQSS 2020.
Increase to 85% Indigenous students achieving a ‘C’ standard or above in English, Maths and Science.
95% of Year 9 students attaining a Junior Certificate of Education (JCE) or Junior Certificate of Individual Attainment (JCIA) in 2018.
Improve OP 1 to 15 or IBD from 80% in 2019 to 90% in 2020.
100% of Year 12 students attaining a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Attainment (QCI).
100% of teaching staff engaged in evidence based high impact strategies for the teaching of writing.
100% of teaching staff engage with instructional coaching to teach with a literacy focus.

Our initiatives include

Implement the whole school approach to differentiation through developing whole school co-teaching practices: co-planning, co-teaching, co-reflecting and co-assessing across year levels and faculty areas. Providing focused and intensive teaching for students requiring additional support and intervention to demonstrate achievement against the year-level achievement standards. Implement individualised and targeted instruction and assessment for leading learners identified as top performing students.
Adopt the whole school approach to inclusivity and diversity and plan to differentiate and personalise the teaching and learning for those students with additional needs. Implement the Universal Design for Learning (UDL) framework to support personalised learning for students in every classroom through the provision of high quality differentiation, curriculum planning and instruction.
Embed the Bowen State High school’s pedagogical framework (Hattie, VTVL) as the shared language of teaching and learning through professional learning at staff meetings and the implementation of strategies in the classroom as evidenced through learning walks and formal observations. The 2020 focus will be teaching with a literacy focus planning for surface, deep and transfer learning across units of work, lessons and year plans.
Improving pedagogical focus on Reading, Writing and Numeracy through the targeted implementation of The Writing Revolution and How to Teach Writing strategies, Tactical Teaching of Reading, Tactical Teaching of Writing and Quick Smart Numeracy through targeted professional development for teachers and tutors.
Build teacher and support staff capacity in the classroom to plan and teach with a literacy focus using explicit writing strategies to support instructional practices within Visible Teaching Visible Learning (The Writing Revolution, P-10 Literacy Continuum, Making Literacy Learning Visible)
Providing focused and intensive case management through the Junior Secondary Academic Review for students requiring additional support to demonstrate improved achievement in English, Mathematics and Science.

*Funding amount estimated on 2019 data. Actual funding will be determined after 2020 enrolment data are finalised. Actual expenditure may vary due to changes in finalised 2020 enrolment data and student learning needs.
Continue to prepare students and staff for the year 12 students (2019) to successfully exit under the QCE/ATAR system whilst also preparing for successive cohorts to exit under the QCE (ATAR) processes.

Increasing engagement and attainment through the provision of additional support services including academic mentoring for Indigenous students in Years 7-12.

**Our school will improve student outcomes by**

- Purchasing support for the Numeracy intervention program. (1 Tutor and 1.0 Teacher) $134,000.00
- Purchasing support for the Reading intervention program. (2 Tutors) $104,000.00
- Purchase teachers for Co-Teaching program (2.0 Teachers) $148,449.00

Principal name
Pamela Prichard
Bowen State High School

Tony Cook
Director-General
Department of Education

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