

Investing for Success

Under this agreement for 2019
Brisbane School of Distance Education will receive

\$784,140*

This funding will be used to

Target	Measures
1. Improve Year 12 Certification rates and close the gap for Aboriginal and Torres Strait Islander students	<ul style="list-style-type: none"> • Baseline / endpoint <ul style="list-style-type: none"> ○ End of 2017- 100% of Indigenous students obtained Queensland Certificate Education (QCE) ○ Maintain • Comparison <ul style="list-style-type: none"> ○ Brisbane SDE historical data • Monitoring <ul style="list-style-type: none"> ○ QCE Health Checks
2. Increase levels of student engagement	<ul style="list-style-type: none"> • Baseline / endpoint <ul style="list-style-type: none"> ○ End of 2017- 726 of 1450 DOTMAH students with some form of non-engagement. 2425 Assessment items not returned ○ Decrease in N ratings ○ Increase in QCE attainment 97.8% end of 2017, 100% end of 2018 • Comparison <ul style="list-style-type: none"> ○ End of semester N Ratings compared to 2017 and 2018 • Monitoring <ul style="list-style-type: none"> ○ Non-return of work (NROW) data from live Data Wall ○ Ongoing NROW behaviour referrals
3. Improve academic achievement for all students through effective pedagogical practices	<ul style="list-style-type: none"> • Baseline / endpoint <ul style="list-style-type: none"> ○ Number of teachers engaged in coaching cycles 2017 (baseline) to 2019 (endpoint) ○ %A – C level of achievement data 2017 (baseline) to 2019 (endpoint) ○ Engagement data through NROW (Non-return of work) statistics 2017 (baseline) to 2019 (endpoint) • Comparison <ul style="list-style-type: none"> ○ Before and after coaching cycle anecdotal feedback from coaches and coachees ○ Annual Performance Development Plan (APDP) 'distance travelled' by teachers who have engaged in instructional coaching ○ School Opinion Survey (SOS) Data (relevant questions) – both historical (Brisbane SDE) and like schools (SQSS) • Monitoring <ul style="list-style-type: none"> ○ Coaching cycle data monitored by Head Of Department (HOD) Pedagogy & Professional Learning ○ Feedback from coaches (through line management meetings with HOD Pedagogy & Professional Learning) and coachees (through end of cycle survey) ○ Feedback from HODs and teachers on APDP process and links to instructional coaching ○ NROW data from live data wall ○ Lesson observations
4. Support and improve	<ul style="list-style-type: none"> • Baseline / endpoint

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



<p>student wellbeing through a whole school approach</p>	<ul style="list-style-type: none"> ○ Staff implementation and Student / Parent perceptions ○ 73.07% rated the program 7-10 - (64% Term 3 - 2017 & 57% Term 1 - 2017) ○ 87% of staff implemented the program across the P-12 school ○ 67% of parents in P-6 report the program improved their child's wellbeing ○ 52% of students in 7-12 report the program has improved their own wellbeing ● Comparison <ul style="list-style-type: none"> ○ SOS Data (relevant questions) – both historical (Brisbane SDE) and like schools (SQSS) ● Monitoring <ul style="list-style-type: none"> ○ Staff implementation ○ Student and Parent satisfaction ○ Student Wellbeing
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Our initiatives include

Initiative	Evidence-base
<p>1. QCE Health Checks - weekly meetings with case managers, HOD and HOS. Senior Pathways teachers monitor all year 11 and 12 students and case manage students at risk of not achieving QCE. All at risk students will have fortnightly actions to improve QCE attainment.</p>	<ul style="list-style-type: none"> ● Every Student Succeeding - State Schools Strategy 2018–2022 https://education.qld.gov.au/curriculum/.../state-schools-strategy-2018-2022.pdf ● QSA reports and papers Queensland Curriculum and Assessment https://www.qcaa.qld.edu.au/publications/reports-papers/qsa
<p>2. Engagement Team - Engagement Teachers, HOD Engagement & Enrolments, HOD Case Management and A/O Case Managers of at risk students Engagement plans. Use of data tracking of NROW (Non Return of Work) through TRAX.</p>	<ul style="list-style-type: none"> ● Framework for maximising engagement and re-engagement in education 'Everybody's Business'. http://advancingeducation.qld.gov.au/youthengagement/Pages/default.aspx ● Adelman, H. and Taylor L, <i>School Engagement, Disengagement, Learning Supports and School Climate</i>. Mental Health in Schools Program and Policy Analysis http://smhp.psych.ucla.edu ● Hancock, K. J. and Zubrick, S. (2015) <i>Children and young people at risk of disengagement from school</i>. Completed for the Commission for Children and Young People WA.
<p>3. Consolidate our Instructional Coaching model and process that has explicit links to the APST, the APR process and the school's Instructional</p>	<ul style="list-style-type: none"> ● Knight, J. & van Nieuwerburg, C. (2012). <i>Instructional Coaching: a focus on practice</i>, <i>Coaching: An International Journal of Theory, Research & Practice</i>, 5(2), pp.100-112. ● Knight, J. (2011). <i>Unmistakable Impact: a partnership approach for dramatically improving instruction</i>. Thousand Oaks, CA: Corwin Press. ● Barber, M., & Mourshed, M. (2007). <i>How the world's most improved school systems keep getting better</i>. Sourced at -

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Model (IMPACT)	https://www.mckinsey.com/industries/social-sector/our-insights/how-the-worlds-most-improved-school-systems-keep-getting-better
4. Student Wellbeing – consolidate the implementation of the student wellbeing program.	<ul style="list-style-type: none"> • Framework for maximising engagement and re-engagement in education 'Everybody's Business'. http://advancingeducation.qld.gov.au/youthengagement/Pages/default.aspx • Peter L. Benson, Peter C. Scales, and Amy K. Syvertsen. <i>The Contribution of the Developmental Assets Framework to Positive Youth Development Theory and Practice</i>. In Richard M. Lerner, Jacqueline V. Lerner and Janette B. Benson, editors: <i>Advances in Child Development and Behaviour</i>, Vol. 41, Burlington: Academic Press, 2011, pp. 197-230.

Our school will improve student outcomes by

1.

Actions	Costs
Senior Pathways teachers monitor all year 11 and 12 students. Case manage students at risk of not achieving QCE. All at risk students have fortnightly actions to improve QCE attainment.	\$244,560 (pathways teachers x 3 at 0.8 FTE)
HOD new QCE and New Senior Implementation	\$109,854 (HOD 0.8)

2.

Actions	Costs
Enrolments and Engagement - Engagement teacher to case manage students at risk, maintain data bases, actions including home visits and individual re-engagement plans.	\$94,000 (0.8FTE Student engagement teacher)
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Enrolments and Engagement – Year Level Co-ordinators to work with Enrolments and Engagement team.	\$147,434 (1.4 FTE YLC teachers)

3.

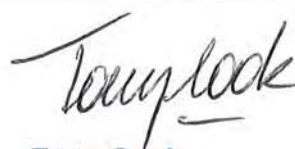
Actions	Costs
Coaching and Pedagogy – pre-service and careers advice teacher (0.2)	\$24,240 (0.2)
Coaching and Pedagogy – Blackboard design and implementation	\$23,500 (0.2)

4.

Actions	Costs
Student Wellbeing – co-ordination and implementation of Student Wellbeing program	\$46,552 (0.4FTE Wellbeing Coordinators)



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BrisbaneSDE



Tony Cook
Director-General
Department of Education

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Queensland
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