

Investing for Success

Snapshot report

Under the Investing for Success Agreement for 2020

Warwick State High School received

\$453,742.00

Our full 2020 agreement can be found at: <https://warwickshs.eq.edu.au>

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

During 2020, we focused on maximising the benefits of this funding for our students. After reviewing our 2020 *Investing for Success* agreement, it is clear that we are on track to meet or exceed our targeted student outcomes. We continue to implement our initiatives to ensure that every student succeeds.

Initiatives implemented include:

- Establish a Case Management approach to assist Year 11 & 12 students in obtaining QCE/QCIA. Prior to External Exams, approximately 94% of the Year 12 students are expected to obtain a Queensland Certificate of Education. The Year 11 students have been supported through the processes associated with the New QCE/ATAR system, with subject changes, and the tracking of their QCE points. The implementation and management of reengagement contracts has assisted students to achieve their best.
- Establish school wide priority of Reading, through curriculum planning, modelling, and delivery of reading strategies school wide. Due to COVID-19 disruptions, NAPLAN was not administered this year, therefore comparative results cannot be recorded. School based programs such as MACQLIT and the targeted reading groups still continued in order to improve student learning outcomes.

Our school initiatives are showing substantial progress toward our targets

After reviewing our 2020 *Investing for Success* agreement, it is clear that we have made progress toward our targeted student outcomes. We will continue to focus on maximising the benefits of this funding for our students, and adjust our initiatives as needed to ensure every student succeeds.

Initiatives implemented include:

- Increase the percentage of students on Individual Curriculum Plans, who achieve a satisfactory level of achievement in Maths Science and English. In 2019, 80% "C" standard or above and in 2020 this reduced to 73.26%. The COVID disruptions impacted our students with disabilities greatly, as the access to learning materials for some was quite challenging and some students did not have the capacity to engage with online learning. All teachers are now implementing the Maker Model into all unit plans and the differentiation strategies are being implemented in all year levels.
- Establish effective school processes including tracking of attendance, and case management for disengaged students. The school target for attendance in 2020 was 90% for Year 7-12. Early intervention programs were implemented with support from the attendance officer, the Regional Engagement Hub, a case management approach with an aide assisting students at school, and with assistance from the Clontarf Academy. COVID- 19 impacted our attendance significantly. The overall attendance rate for 2020 is 84.4% as at 30 October 2020.