

Investing for Success

Under this agreement for 2018
Ayr State High School will receive

\$260,523*

This funding will be used to:

Target	Measures
1. Improve literacy and numeracy achievement of Junior Secondary students by 2019.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ Semester 2 English, Mathematics, Science A – E data tracking 2017 Year 6, Year 7, Year 8 students until 2019. ○ 2018 Years 7-9 'C' and above: <ul style="list-style-type: none"> ▪ Mathematics 80%, Science 86%, English 85%. ○ 2018 NAPLAN Year 7 Upper Two Bands (U2Bs): <ul style="list-style-type: none"> ▪ Reading 18%, Writing 14%, Numeracy 20%. ○ 2018 NAPLAN Year 9 U2Bs: <ul style="list-style-type: none"> ▪ Reading 20%, Writing 11%, Numeracy 20% ○ Year 7 NAPLAN Writing 2017 to Year 9 NAPLAN Writing for matched students. • Comparison: <ul style="list-style-type: none"> ○ English, Mathematics and Science % 'A', % 'B' and % 'C' or better. ○ Year 7–Year 9 Reading and Writing NAPLAN relative gain. ○ Similar Queensland State Schools (SQSS). • Monitoring: <ul style="list-style-type: none"> ○ Student achievement data tracking on term by term basis across all KLAs. ○ Staff satisfaction levels with professional development content and delivery. ○ Teacher unpacking and planning includes evidence of differentiated teaching and learning to reading writing demands of different subject/learning areas. ○ Records from coaching, observation and feedback activities of implementation of Directed Reading-Thinking Activities (DR-TA).
2. Ensure continued high level achievement and attainment of all students in the New QCE/SATE by 2020	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ 2017 – 2020 QCE/QCIA attainment. ○ 2018 QCE/QCIA attainment 100%. ○ 2018 OP 1-15 86%. ○ 2018 QCE, VET, SAT, IBD 100%. • Comparison: <ul style="list-style-type: none"> ○ OP 1-5, 6-10, 10-15 trends through to ATAR. ○ Senior subject % 'A', % 'B' and % 'C' or better. ○ Year 9–10 English, Mathematics, Science % 'A', % 'B' and % 'C' or better.

* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



	<ul style="list-style-type: none"> • Monitoring: <ul style="list-style-type: none"> ○ Student achievement data tracking on term by term basis across all KLAs. ○ Staff understanding of new Senior Curriculum. ○ Staff satisfaction levels with professional development content and delivery. ○ Teacher unpacking and planning includes evidence of differentiated teaching and learning to meet the needs of 21st century learner.
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Our initiatives include:

Initiative	Evidence base
1. Teachers engage with external expertise and regional expertise to improve teacher ability to identify and plan for the reading, writing and numeracy demands of the Australian Curriculum	<ul style="list-style-type: none"> • Fullan, M & Sharratt, L 2012, <i>Putting Faces on the Data: What Great Leaders Do!</i>, Corwin, California, USA. • Fisher, D, Frey, N & Hattie J 2016, <i>Visible Learning for Literacy: Implementing the practices that work best to Accelerate Student Learning</i>, Corwin, California, USA.
2. Professional Learning Communities engage with state and regional expertise to support the development of a deep understanding of new curriculum, 21 st century teaching and learning practices, and quality assessment practices	<ul style="list-style-type: none"> • Lonsdale, M & Anderson, M 2011, <i>Preparing 21st Century learners: the case for school-community collaborations</i>, ACER. • QCAA 2015, <i>A report on 21st century skills for senior education</i>. • DuFour, R & DuFour, R 2012, <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria. • Fisher, D, Frey, N & Hattie, J 2016, <i>Visible Learning for Literacy: Implementing the practices that work best to Accelerate Student Learning</i>, Corwin, California, USA.

Our school will improve student outcomes by:

1.

Actions	Costs
Provide systematic coaching and mentoring of teachers in Junior Secondary focused on effective classroom practices.	0.5 FTE Master Teacher \$ 64 000
Engage external expertise to continue to develop teacher capacity in reading, writing and numeracy.	\$ 50 000
Provide teacher release to ensure collaborative curriculum unpacking and development supported by Master Teacher.	\$ 20 000

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Provide a reading and numeracy intervention program for students below benchmarks.	\$ 25 523
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2.

Actions	Costs
Provide teacher release to enable teachers to engage with subject based learning communities both on a local and regional level.	\$ 40 000
Provide high level QCS preparation program that is tailored to individual student needs.	\$ 10 000
Ensure a high level of community engagement with our indigenous families.	0.6 FTE Community Education Counsellor \$ 51 000



Craig Whittred
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Ayr State High school



Patrea Walton
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Department of Education

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**Queensland
Government**