

Investing for Success

Under this agreement for 2021
Ayr State High School will receive

\$269,578*

This funding will be used to

| Target | Measures |
|---|---|
| 1. 3% increase the percentage of Years 7 to 9 students Achieving an 'A' or 'B' Level of Achievement to 40%. | <ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ Semester 2 A-E data tracking 2020 Year 7, Year 8, Year 9, until 2022, Indigenous and Non Indigenous students ○ Year 7 NAPLAN Writing 2019 to Year 9 NAPLAN writing for matched students • Comparison: <ul style="list-style-type: none"> ○ English, Mathematics, Science HPE and History %A, and %B or better ○ Year 7- Year 9 Writing NAPLAN relative gain and Upper 2 Bands ○ Similar Queensland State Schools (SQSS). • Monitoring: <ul style="list-style-type: none"> ○ Teacher planning includes <ul style="list-style-type: none"> ○ evidence of Learning Focused Strategies ○ Records from coaching, observation and feedback activities establish change in teacher practice ○ Tracking of 'marker' students through unit implementation ○ Interim report card data. |
| 2. 8% increase in 'C' and above LOA in English Mathematics and Science in Years 7-10 to 85% | <ul style="list-style-type: none"> • Baseline/Endpoint: • Semester 2 English, Science, Mathematics A-E data tracking 2020 Year 7, Year 8, Year 9, and 10 until 2022, Indigenous and Non Indigenous students • Year 7 NAPLAN Writing 2019 to Year 9 NAPLAN writing for matched students • Comparison: <ul style="list-style-type: none"> ○ English, Science, Mathematics, %'C' and above ○ Year 7- Year 9 Writing, Numeracy NAPLAN relative gain and National minimum standard ○ Similar Queensland State Schools (SQSS). • Monitoring <ul style="list-style-type: none"> ○ Teacher planning includes <ul style="list-style-type: none"> ○ evidence of Learning Focused Strategies • Records from coaching, observation and feedback activities establish change in teacher practice • Tracking of 'marker' students • Interim report card data |



Our initiatives include

| Initiative | Evidence-base |
|--|--|
| 1. Develop an intentional collaboration model that utilises an inquiry approach to problem solving. This will engage all staff in professional learning communities as leaders and learners, focused on the continued development of teaching and learning practices. | <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. Fullan, M & St Germain, C 2006 <i>Learning Places: A Field Guide to improving the context of schooling</i>, Corwin Press. DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria. |
| 2. Continue the development of learning focused classrooms utilising Looking for Learning strategies in alignment with North Queensland Region Teaching and Learning framework. This will be achieved by engaging regional expertise, developing systematic instructional leadership and peer mentoring strategies targeted on developing teacher capacity to deliver curriculum utilising high yield strategies, that are focused on identifying student learning progression to better meet their needs. | <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. DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria. Sahlberg, P 2018 <i>FinnishED Leadership</i>, Corwin, California, USA |

Our school will improve student outcomes by

1.

| Actions | Costs |
|---|------------------------------------|
| Provide Teacher release to enable teachers to engage with subject specific learning communities both on a local and regional level. | TRS \$21 000 |
| Provide additional teacher to support the engagement of teachers in professional learning communities. | 1.0FTE General Teacher \$96 700 |

2.

| Actions | Costs |
|---|--|
| Provide teacher to support differentiated curriculum delivery to students in Years 7-10 | 1.0 FTE General Teacher \$96 700 |
| Ensure high level of engagement with indigenous families. | 0.4 FTE Community Education Counsellor \$26 097 |
| Provide additional Teacher Aide time to provide targeted support indigenous students | \$15 000 |
| Provide additional support to school based 'QCE10' Year 10 students | 0.2 Youth Support Coordinator \$14 081 |



Craig Whittred
Principal
Ayr State High School



Tony Cook
Director-General
Department of Education



**Queensland
Government**