

Investing for Success

Under this agreement for 2022
Ayr State High School will receive

\$295,665

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. 5% increase in 'C' and above LOA in English Mathematics and Science in Years 7-10 to 90% | <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. Continue the development of intentional collaboration cycles that utilise 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 through whole school professional development, targeted towards developing a deep and common understanding of learning that will then support the refinement classroom teaching practices in alignment with North Queensland Region Teaching and Learning framework. Progress will be monitored through the implementation of a systematic collegial engagement framework that centres 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 additional teacher to support the engagement of teachers in professional learning communities. | 1.0 FTE General Teacher \$116 441 |

2.

| Actions | Costs |
|--|--------------------------------------|
| Provide teacher to support differentiated curriculum delivery to students in Years 7-10 | 1.0 FTE General Teacher \$116 441 |
| Provide additional Teacher Aide time to provide targeted support for under achieving and indigenous students | \$62 783 |



Craig Whittred
Principal
Ayr State High School



Michael De'Ath
Director-General
Department of Education



**Queensland
Government**