

Investing for Success

Under this agreement for 2019 Maroochydore SHS will receive **\$451,606***

This funding will be used to

- increase the percentage of Year 7 to 10 students achieving a 'C' standard or above on Semester 1 Report Cards in English, Maths and Science.
- increase the percentage of students demonstrating one year's progression for one year's learning - NAPLAN.
- improve NAPLAN Mean Scale Scores in Reading, Writing and Numeracy to be equal to or above the nation.
- increase the percentage of students in the Upper Two Bands of Year 7 and 9 NAPLAN to above 20%.
- maintain 100% attainment of Queensland Certificate of Education (QCE), with all Year 12 students also exiting their chosen pathway in 2019 with either an Overall Position or Vocational Certification of worth.
- continued improvement of teaching capability through individualised observation with feedback, coaching and professional learning communities.

Our initiatives include

- implement the school's 'curriculum review' model to increase teacher capability, student engagement and ensure the alignment of MSHS curriculum with the National Curriculum (Version 8).
- utilise effective instruction model, support instructional strategy development, observe implementation and provide feedback to teachers about their teaching instruction in literacy and numeracy (Marzano, New ASOT 2017).
- enhance professional learning communities to develop and share evidence based instructional practice as informed by review of formative student data (Dufour, Dufour, Eaker & Many, 2010; Sharrat & Fullan, 2011).
- increase teachers' repertoire of effective strategies for teaching text processing and comprehension across learning areas (Rose & Martin, 2014).
- embed critical and creative thinking skills into all curriculum units.
- develop a shared understanding of 'data literacy' to support leadership teams and teachers to effectively use data to inform targeted teaching.
- identify high yield literacy and numeracy strategies and embed across all learning areas.
- provide professional development and resources for teachers to further implement STEAM programs.
- individualise monitoring, review and refinement of each senior student's pathway and performance to support successful attainment of their Senior Education and Training Plan goals. (Sharrat & Fullan, 2011)
- individualise student behavioural interventions through the use of Positive Behaviour for Learning and Restorative Practices to reduce time out of school through SDA. (Thorsborne and Blood, 2013)
- realign school business processes to provide curriculum leaders greater time to focus on effective instruction and curriculum review. (Gahan et. al, 2016)

Our school will improve student outcomes by

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| • building teaching capability in explicit teaching practices in numeracy and literacy, by employing a 0.2FTE numeracy coach and a 0.2FTE literacy coach. | \$41,000 |
| • providing support for targeted students in literacy/numeracy, by employing Teacher Aide (3x15hr/wk). | \$72,106 |
| • individualising senior student performance monitoring through employment of Dean of Students. | \$97,500 |
| • resourcing teaching teams to support data analysis, reading, writing and numeracy development. | \$3,000 |
| • providing individualised student support through the provision of a Student Support Officer in partnership with IFYS. | \$30,000 |
| • enhancing whole school approaches to effective instruction through focussed Curriculum Review. | \$44,000 |
| • initiating engagement strategies and STEAM opportunities including staff Professional Learning. | \$30,000 |
| • action research project to improve pedagogy and engagement in maths. | \$25,000 |
| • implementing consistent staff class behaviour practices through implementing PBL. | \$59,000 |
| • developing teacher expertise and implementing programs for new 11 & 12 ATAR subjects for 2019. | \$30,000 |
| • enhancing leader capacity through ongoing professional development, coaching and mentoring. | \$20,000 |



David Samaha - Principal

* 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.

