

Investing for Success

**Under this agreement for 2018
Mount Gravatt State High School will receive**

\$431,288*

This funding will be used to:

- support whole school targeted and tactical teaching in the school priority of junior secondary reading and writing proficiency in the Australian Curriculum:
 - measures of success are to remain above nation in Years 7 and 9 Upper Two Bands (U2B) with an additional 1% per annum year on year performance:
 - >30% in reading and >25% in writing
 - >38% in the writing conventions of spelling, grammar and punctuation
 - >30% in numeracy
 - Years 7 and 9 <2% below National Minimum Standard (NMS) in reading and writing conventions; <5% in writing, 0% in maths
 - meet and maintain a rate of improvement in literacy and numeracy at or above like schools of similar ICSEA index

- support professional learning teams of teachers to adopt and enhance inclusive, differentiated teaching and learning within and across faculties and to implement, monitor, measure and to further improve student A–C achievement in the Australian and Queensland senior curriculum, to deliver:
 - an effect size of 0.4 or greater on individual student learning growth
 - >85% of Years 7 to 10 students achieve 'C' or better in all of English, Maths and Science
 - >92% A-C achievement across all Years 7 to 12.

Our initiatives include:

Initiative	Evidence base
<ul style="list-style-type: none"> ▪ Whole of school problem of practice to reduce variance across classrooms through agreed expectations, pedagogical practice, teaching strategies and actions 	Hattie, J 2015, <i>What Works Best in Education: The Politics of Collaborative Expertise</i> , London.
<ul style="list-style-type: none"> ▪ Whole school targeted and tactical teaching and student case management: <ul style="list-style-type: none"> ○ the creation of a Tactical Teaching Team consisting of additional allocation and redeploying key teachers to support students, and resource and coach teachers to build teacher capacity: <ul style="list-style-type: none"> ▪ 4 STLN teachers, requiring purchase of an additional 1.8 FTE ▪ Master Teacher ▪ Head of Department (Teaching and Learning) ▪ Key Teacher – Reading and 	Sharratt, L & Fullan M 2012, <i>Putting FACES on the Data: What Great Leaders Do!</i> Corwin, California.



<p style="text-align: center;">Research Centre</p> <ul style="list-style-type: none"> ○ enhanced student support wellbeing and learning engagement: <ul style="list-style-type: none"> ▪ supplementing school WSSLR allocation by an additional 0.6 guidance officer to support Junior Secondary wellbeing and engagement ▪ speech language pathology 0.2 FTE to diagnose and support EAL/D and below NMS students in literacy 	
<ul style="list-style-type: none"> ● Additional teaching resources including: <ul style="list-style-type: none"> ○ Maths Pathways, Literacy Planet and ACER PAT testing and analyses 	
<ul style="list-style-type: none"> ● Whole school enrichment & innovations: <ul style="list-style-type: none"> ○ develop a school Reading and Research Centre promoting and assisting reading and research skills applicable to rigour of standards, as required in the Australian and Queensland Senior Curriculum ○ continue IMPACT programs for high achievers, English, Maths and Science ICAS competitions, Readers' Cup and Young Writers' Workshop extension and enrichment ○ master classes and afternoon tutorials conducted across the curriculum, providing further authentic learning experiences <ul style="list-style-type: none"> ▪ critical literacy in the Arts, ▪ creative thinking and innovation in STEM ▪ maths comprehension, proficiency and extension 	<p>Fisher, D, Frey, N & Hattie, J 2016, <i>Visible Learning for Literacy: Implementing the Practices That Work Best to Accelerate Student Learning</i>.</p>
<ul style="list-style-type: none"> ● Senior student QCS preparation, OP student performance monitoring and pathways support. 	



Our school will improve student outcomes by:

Action	Cost
Employing additional 1.8 teachers STLaN, 0.6 STEM teacher, 0.6 Guidance Officer, 0.2 Speech Language Pathologist, additional teacher aide hours	\$257 492
Maths tutors, Maths Pathways program, reading and literacy resources and ACER support materials	\$68 000
IMPACT programs, Readers' Cup, ICAS competitions, Junior and Senior debating, Writers' Workshops	\$17 000
QCS preparation materials	\$ 2 878
Additional 0.4 teacher (EAL/D)	\$30 966
Additional teacher aide allocations to target groups	
o Indigenous support	\$7 153
o SWD	\$2 488
o EAL/D Non-refugee and EALD Refugee support	\$45 311
Total	\$431 288



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