

Investing for Success

Under this agreement for 2021
Mount Gravatt State High School will receive

\$498,413

This funding will be used to

1. Support the whole school improvement agenda focused on strengthening learning transfer, moving from surface learning to learning transfer. Included in this agenda are the following priorities:
 - **Learning progression for all students:** Strengthening the tracking of student learning progress, providing effective feedback, responding to student need through precise differentiated strategies and measuring impact, practising the 4 knows and growing structural differentiation through Edge and Stem. Resulting in increased learning progression ie of C's to B's, B's to A's,
 - **Consistent teaching and learning framework [New Art and Science of Teaching: NASOT] to reduce teaching and learning variability and variance in impact.** That includes embedding of consistent reading and writing practices across the curriculum and the embedding of cognitive skill development: Creative and Critical thinking proficiency.
 - **Strengthening high performance in Senior Outcomes:** Learning from our experiences of the New QCE, strengthening Year 10 as transition year to senior secondary through a Pre Senior Program, Creating opportunities for students to tailor their Senior Pathway to meet their needs.
2. Our strategies
 - Implementation of the Cycle of Inquiry to support differentiation.
 - Learning progression through faces on the data.
 - A challenge of practice approach to improvement.
 - Collaborative empowerment of teachers through collaborative professional growth facilitated by PLTs and the Success Team
 - Measurement of impact
 - PDP alignment with EIA supported by growth coaching
3. Strengthen the collaboration capacity of staff at all levels to reduce teaching and impact variance and build effective teaching teams employing high quality, evidence-based practices focused on success for every student. This will be achieved through the continued development of:
 - The Success Team with responsibility for student learning support and building teacher capacity in the school priority areas as outlined above.
 - Professional Learning Teams of teachers to adopt and enhance the enactment of the inquiry cycle and build teacher capacity to deliver inclusive differentiated teaching and learning practices.

We will measure our success by attainment of the following:

- 90% A to C or better academic performance with increased movement of B's to A's
- NAPLAN performance above the nation
- 100% QCE Attainment
- 90% above ATAR 62
- 100% tertiary eligible students achieving a tertiary entry

* 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.



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Our initiatives include:

Initiative	Evidence Base
<p>Whole school focus on student learning progression and differentiated teaching through:</p> <ul style="list-style-type: none"> • Practicing the 4 knows, Know the curriculum, know the students, know the next steps and know the strategies. • Building teacher capacity in practicing the 4 knows focused on student learning progression. • Continued development of the Success Team in its role of supporting teacher professional growth through the ongoing engagement of 4 STLN teachers, requiring purchase of an additional 2.3 FTE. • The promotion of reading through the ongoing engagement of a Key Reading and Research Centre (Literacy and Numeracy) Teacher • Providing additional learning support by extra in-class Teacher Aide time • Providing additional funding of professional learning 	<p>Robert J Marzano, <i>The New Art and Science of Teaching</i>, Solution Tree, Bloomington IN.</p> <p>Sharratt, L & Fullan M 2012, <i>Putting FACES on the Data: What Great Leaders Do!</i> Corwin, California.</p>
<p>Continued development of faculty based Professional Learning Teams focused on:</p> <ul style="list-style-type: none"> • Enacting the inquiry cycle • Identifying challenges of practice and developing collective differentiated teaching learning responses • Partnering with the Success Team to build teacher capacity • Building individual capacity to address challenges of practice • Reducing variance across classrooms through agreed expectations, pedagogical practice, teaching strategies and actions 	<p>Hattie, J 2015, <i>What Works Best in Education: The Politics of Collaborative Expertise</i>, London.</p>
<p>Enhanced student support wellbeing and learning engagement:</p> <ul style="list-style-type: none"> • Supplementing school WSSLR allocation to increase Guidance Officer support allocation to Junior Secondary well-being • Engagement of 0.2 FTE speech language pathology to identify and support EAL/D and below NMS students in literacy • Engagement of 0.6 Youth Co-Ordinator to support student social and emotional growth 	
<p>Additional teaching resources including:</p> <ul style="list-style-type: none"> • ACER PAT testing and analyses, E Write test, Year Level Meeting Resources 	

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<p>Whole school enrichment & development of innovation and inquiry through:</p> <ul style="list-style-type: none"> Continued development of the Reading and Research Centre promoting and assisting reading and research skills rigour Continued engagement in IMPACT programs for high achievers, English, Maths and Science ICAS competitions, Readers' Cup, Young Writers' Workshop etc. Afternoon mathematics tutorials Development of innovation and inquiry units Education Perfect Resources Edge Program Resources High Resolves Program Resources and participation support 	<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>
<p>Continued development of student achievement and performance enhancement monitoring.</p>	

Our school will improve student outcomes by:

Action	Cost
Employing additional teachers includes, additional Guidance Officer time, 0.2 Speech Language Pathologist and 0.6 Youth Support Co-Ordinator	216,613
Maths tutoring: Tutors and supporting resources	12,560
IMPACT programs, Readers' Cup, ICAS competitions, Junior and Senior debating, Writers' Workshops	8,800
Additional teacher aide allocations to provide in class learning support	146,440
Additional Resourcing: High Resolves, Edge Program, Education Perfect	34,000
Attendance Officer to support student monitoring	30,000
Professional Learning	50,000
Total	498,413



Ross Robertson
Principal
Mount Gravatt SHS

Tony Cook
Director-General
Department of Education

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