

Investing for Success

**Under this agreement for 2020
Mackay Central State School will receive**

\$143,322*

This funding will be used to

Target	Measures
<p>1. Increase the percentage of students achieving an A-C standard in English from 71.42% in 2019 to 85% in 2020</p> <p>Increase the percentage of students achieving an A-C standard in Mathematics from 77.29% in 2019 to 85% in 2020</p>	<ul style="list-style-type: none"> • Baseline / endpoint <ul style="list-style-type: none"> ○ Sem 2 English A-C data tracking for 2016 until 2019 ○ Y3 NAPLAN Reading and Numeracy to Y5 NAPLAN Reading and Numeracy for matched students • Comparison <ul style="list-style-type: none"> ○ English A-C and NAPLAN Literacy data from Similar Queensland State Schools (SQSS) • Monitoring <ul style="list-style-type: none"> ○ Teacher planning documentation ○ Student work samples ○ Moderation samples ○ Coaching, observation and feedback records ○ Case management profiles from Social Justice processes
<p>2. Ensure the percentage of students identified in a diverse learning category achieving an A-C standard in English and Mathematics reaches parity with the general population of students.</p>	<ul style="list-style-type: none"> • Baseline / endpoint <ul style="list-style-type: none"> ○ %A, %B, %C end of year achievement data for sample subjects 2017-2020 ○ Whole school attendance rate 2017 (baseline) to 2020 (endpoint) • Comparison <ul style="list-style-type: none"> ○ Achievement rate for whole school across key Key Learning Areas (KLAs) ○ Australian Curriculum Assessment and Reporting Authority (ACARA) mean performance compared to SQSS • Monitoring <ul style="list-style-type: none"> ○ Teacher planning documentation ○ Student work samples ○ Moderation samples ○ Coaching, observation and feedback records ○ Case management profiles from Social Justice processes ○ Student feedback (student voice)



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*Funding amount estimated on 2019 data. Actual funding will be determined after 2020 enrolment data are finalised. Actual expenditure may vary due to changes in finalised 2020 enrolment data and student learning needs.

Our initiatives include

Initiative	Evidence-base
<p>1. Deepen student understanding and knowledge of the learning intent of tasks, success criteria, individual goals and the next steps for learning</p> <ul style="list-style-type: none"> ❑ provide professional development and coaching to develop teachers' understandings of the language model that underpins the Australian Curriculum: English and the general capability: Literacy ❑ provide professional development for teachers and school leaders to increase capability to initiate and implement innovative practices 	<ul style="list-style-type: none"> ❑ Hattie, J. (2017). <i>Visible learning for mathematics, grades K-12: What works best to optimize student learning</i>. Thousand Oaks, California: Corwin, a SAGE Company. ❑ Sharratt, L, & Fullan M, 2012, <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, US
<p>2. Revisit the signature pedagogies of the school and support implementation through a whole-school school model of coaching and feedback</p> <ul style="list-style-type: none"> ❑ Confirm protocols and processes required to support teacher professional learning in the form of observation, demonstration and feedback ❑ Develop teacher knowledge of differentiation practices and Tier 0 and Tier 1 support strategies using the Response to Intervention model ❑ Embed positive behaviour for learning as a school wide signature practice 	<ul style="list-style-type: none"> ❑ Horwitz, E. K., 1950. (2013). <i>Becoming a language teacher: A practical guide to second language learning and teaching</i> (Second ed.). London;Boston, Mass;: Pearson. ❑ Perso, T., & Hayward, C. (2015). <i>Teaching indigenous students: Cultural awareness and classroom strategies for improving learning outcomes</i>. Crows Nest, NSW, Australia: Allen & Unwin.

Our school will improve student outcomes by

Actions	Costs
Provide professional development and coaching to staff through the employment of a PBL coach and additional Guidance Officer Support	0.5 FTE = \$58,401 + 0.4 FTE = \$46,721
Provide support and intervention for students with diverse learning needs through increased human resourcing	Speech Language Pathologist (SLP) = \$26,834
Actions	Costs
Build staff capability through delivery of targeted professional development around differentiation and improving pedagogical practices	\$11,366



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