

Investing for Success

**Under this agreement for 2017
Ingham State High School will receive**

\$231,514*

This funding will be used to

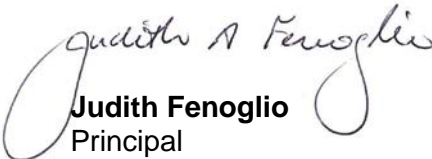
- Establish an organisational model and associated practices to support building teacher capability through a focus on quality teaching, collaborative practice, coaching, mentoring and observation utilising Collaborative Inquiry and Instructional Coaching Cycles
- Develop a 'systemness' approach to effective and aligned curriculum design (Evidence: Realization, Sharratt & Fullan 2009)
- Increase the percentage of Year 7 and 8 student results 'C or above' to 97%, and Year 9 and 10 student results 'C or above' to 95% in English, Maths and Science
- Improve the percentage of students achieving NAPLAN results in the upper 2 bands
- Maintain > 97% of Year 12 students attaining senior certification in 2017
- Close the gap between Indigenous and non-Indigenous students attaining senior certification


Our initiatives include

- Establish Professional Learning Communities (Evidence: Dufour and Marzano 2011)
- Establish Collaborative Learning and Inquiry practices for teachers to identify a Problem of Practice which is considered through Instructional Coaching methodology (Evidence: Leading Collaborative Learning, Sharratt & Blanche 2016)
- Adopt a co-plan, co-teach, co-assess model (Evidence: Friend & Cook 2010)
- Provide targeted and intensive teaching focused on assessment literate learning which represents a clear alignment of achievement standards, learning intentions, success criteria, marking guides and assessment tasks to improve the quality of student demonstrations of learning (Evidence: Leading Collaborative Learning, Sharratt & Blanche 2016)
- Strengthen the case management approach to students who are on a QCE or QCIA pathway (Evidence: Faces on the Data, Sharratt & Fullan 2012)

Our school will improve student outcomes by

- Employing two (2) Pedagogy Coaches (.6FTE/coach) to support building teacher capability specifically related to curriculum alignment and assessment literacy within a Quality Teaching and Learning framework
- Providing TRS for individual teachers to enable the Leadership Team to utilise an Instructional Coaching Cycle model of co-plan, co-teach, co-assess and co-reflect
- Employing an additional teacher to facilitate an organisational structure with timetabled allocations to support structured observations, feedback, coaching and collaborative practice within a Professional Learning Community model
- Employing an AAEP to facilitate the strategic review of QCE attainment data and generate individualised support plans for all students at-risk
- Engaging an additional teacher aide to support the practice of catering for diverse learning needs in classrooms consistent with an Inclusive Learning model


Judith Fenoglio
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