

Investing for Success



**Under this agreement for 2018
Ingham State High School will receive**

\$232,566*

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 (Evidence: Fisher, D, Frey, N & Hattie J 2016, *Visible Learning for Literacy*, Corwin Literacy, Thousand Oaks, CA)
- develop a 'system-ness' approach to effective and aligned curriculum design (Evidence: Sharatt & Fullan 2009, *Realization: The Change Imperative for Deepening District-Wide Reform*, Corwin, Thousand Oaks, CA; Fisher, D, Frey, N & Hattie J 2016, *Visible Learning for Literacy*, Corwin Literacy, Thousand Oaks, CA)
- increase the percentage of Year 7 and 8 student results 'C' or above to 98%, and Year 9 and 10 student results 'C' or above to 97% in English, Maths and Science through a targeted focus on critical and creative thinking skills
- improve the percentage of students achieving NAPLAN results in the Upper Two Bands
- maintain 100% of Year 12 students attaining senior certification in 2018
- close the gap between Indigenous and non-Indigenous student outcomes.

Our initiatives include:

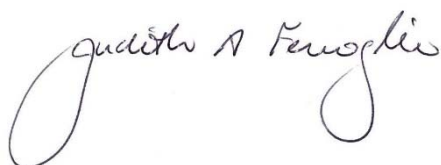
- sustaining Professional Learning Communities (Evidence: Dufour & Marzano 2011)
- continuing collaborative learning for teachers using the inquiry cycle to identify a problem of practice around critical and creative thinking skills (Evidence: Fisher, D, Frey, N & Hattie J 2017, *Teaching Literacy in the Visible Learning Classroom*, Corwin Literacy, Thousand Oaks, CA; Hattie, Fisher & Frey 2017, *Visible Learning for Mathematics*, Corwin Mathematics, Thousand Oaks, CA.)
- using an instructional coaching methodology to support collaborative professional learning (Evidence: Sharratt, L & Blanche, B 2016, *Leading Collaborative Learning*, Corwin, Thousand Oaks, CA)
- adopting a co-plan, co-teach, co-assess model (Evidence: Friend, M & Cook, L 2010)
- providing 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: Sharratt, L & Blanche, B 2016, *Leading Collaborative Learning*, Corwin, Thousand Oaks, CA).
- Strengthen the case management approach to cater for students with diverse learning needs to attain senior certification. (Evidence: Sharratt, L & Fullan, M 2012, *Putting FACES on the Data: What Great Leaders Do!* Corwin Press, Thousand Oaks, CA).

* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



Our school will improve student outcomes by:

<ul style="list-style-type: none"> Employing two Pedagogy Coaches (.6FTE/coach) to support building teacher capability specifically related to curriculum alignment and assessment literacy within a Quality Teaching and Learning framework. 	\$122 000
<ul style="list-style-type: none"> 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. 	\$20 566
<ul style="list-style-type: none"> 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. 	\$80 000
<ul style="list-style-type: none"> Employing an AAEP to facilitate the strategic review of QCE attainment data and generate individualised support plans for all students at risk. 	\$5 000
<ul style="list-style-type: none"> Engaging an additional teacher aide to support the practice of catering for diverse learning needs in classrooms consistent with an Inclusive Learning model. 	\$5 000



Judith Fenoglio
Principal
Ingham State High School



Patrea Walton
A/Director-General
Department of Education

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