



Investing for Success

Under this agreement for 2019

Ingham State High School will receive

\$219,305*

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: Visible Learning for Literacy, Fisher Frey & Hattie 2016*)
- Develop a 'systemness' approach to effective and aligned curriculum design (*Evidence: Realization, Sharratt & Fullan 2009 and Visible Learning for Literacy, Fisher Frey & Hattie 2016*)
- Increase the percentage of Year 7 and 8 students achieving 'C' or above' to 98%, and Year 9 and 10 students achieving '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 2 bands.
- Maintain 100% of Year 12 students attaining senior certification in 2019.
- Close the gap between Indigenous and non-Indigenous student outcomes.

Our initiatives include

- Sustain Professional Learning Communities. (*Evidence: Dufour & Marzano 2011*)
- Continue Collaborative Learning for teachers using the Inquiry Cycle to identify a Problem of Practice around critical and creative thinking skills. (*Evidence: Teaching Literacy in the Visible Learning Classroom, Fisher Frey Hattie & Thayre 2017 and Visible Learning for Mathematics, Hattie Fisher & Fray 2017*)
- Use Instructional Coaching methodology to support collaborative professional learning. (*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 and 10 Mindframes for Visible Learning, Hattie & Zierer 2018*)
- Strengthen the case management approach to cater for students with diverse learning needs to attain senior certification. (*Evidence: Faces on the Data, Sharratt & Fullan 2012*)

Our school will improve student outcomes by

• Employing a Head of Department Teaching and Learning to support building teacher capability specifically related to curriculum alignment and assessment literacy within a Quality Teaching and Learning framework	\$130,000
• 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	\$9,305
• 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	\$70,000
• Employing an AAEP to facilitate the strategic review of QCE attainment data and generate individualised support plans for all students at-risk	\$5,000
• 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

Tony Cook
Director-General
Department of Education

* 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.



**Queensland
Government**