

Investing for Success

Under this agreement for 2019
Goondiwindi State High School will receive

\$201,197*

This funding will be used to

- Attain 75% or greater, of students achieving a 'C' standard or above in English, Maths and Science.
- Every student accessing a different year level curriculum (that is, with an Individual Curriculum Plan) will achieve a 'C' standard or better against the relevant year-level achievement standard.
- Increase the percentage of students reaching the upper two bands in NAPLAN across all strands
- Increase all students relative gain in NAPLAN writing.
- Maintain 95% or greater of Year 12 students attaining senior certification (Queensland Certificate of Education or Queensland Certificate of Individual Attainment).
- Increase the senior school retention percentage - Year 10 to Year 12 (education/training/work pathways not included).
- Close the gap between the percentage of Indigenous and non-Indigenous students attaining senior certification (Queensland Certificate of Education or Queensland Certificate of Individual Attainment).
- Improve senior phase Overall Position (OP)/Qld Core Skills (QCS) results and level of achievement (OP subjects).

Our initiatives include

- Focus on consistency in delivery of curriculum and assessment processes.
- Maintaining position for Head of Department – Teaching and learning, to improve the quality and consistency of teaching.
- Build beginning teacher capability through release time, induction program, mentor teachers and Head of Department – Teaching and learning.
- Build teacher capability through school wide coaching and feedback program.
- Targeted Professional Learning for school leaders and teachers.
- Review and analysis student performance data at regular intervals.
- Professional development and release time to support Master Teacher project.
- Development of staff capacity to teach skills in writing, as part of the Master Teacher Project.
- Engagement of Mighty Minds to develop capacity of students skills across the Common Curriculum Elements - (Year 12).
- Additional teacher aide time to support teachers in classroom practices and with the delivery of differentiated work as per Individual Curriculum Plans.

Our school will improve student outcomes by

- Addition of Head of Department – Teaching and Learning/Mentoring (\$100,000).
- Implement intervention classes to students in years 7, 8 & 9 who are not attaining National Minimum Standard (NMS) in literacy (**\$80,000**).
- Release Professional Learning Community Science, Technology, Engineering, the Arts and Mathematics (STEAM writing project) to upscale the project to every teacher (\$20,197)

* 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.

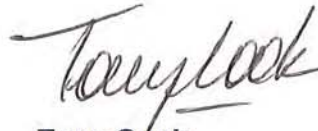


Supporting Research:

1. Archer, AL and Hughes, CA. (2011) *Explicit Instruction: Effective and Efficient Teaching*, Guilford Press: New York.
2. Zyngier, David (2014) *The Importance of Class Size* in *Education Matters*, Prime Creative Media: Melbourne, pp. 19-22.
3. Sharratt, L. and Fullan, M. (2012) *Putting the Faces on the Data*, Corwin, OPC and Learning Forward: California.
4. Professional learning communities: Eaker, DuFour, DuFour
5. Data analysis: Lyn Sharratt
6. AITSL: Professional Standards for Teachers
7. School improvement: Grattan Institute, DETE



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