

Investing for Success

Under this agreement for 2020

Mackay Northern Beaches State High School will receive

\$363,817*

This funding will be used to

- ❖ Improve the percentage of Year 7 – 10 students obtaining a 'C' or better in all subjects
 - English - 88%; Maths - 84%; Science - 78%; Overall A-C achievement - 94%
- ❖ Focus on an improvement in the Daily Attendance Rate in the school to enhance student Quality Learning
 - All Students:-Baseline = 88.3%; Endpoint = 93% or above
 - Indigenous:- Baseline = 81.9%; Endpoint = 89% or above
- ❖ Improve student Literacy and Numeracy performance as per school results in: Years 7 - 10
 - Improvement in Reading mean for Year 7 and 9 by 5 mean scale score points (Yr 7=524>529; Yr 9=560>565)
 - Improvement in Writing mean for Year 7 and 9 by 8 mean scale score points (Yr 7=478>483; Yr 9=503>508)
 - Improvement in % of students in Top 20% of Reading and Writing
 - Year 7 Reading-growth to 18% Reading
 - Year 7 Writing-growth to 15% Writing
 - Year 9 Reading-growth to 15% Reading
 - Year 9 Writing-growth to 10% Writing
- ❖ Ensure application of the principles of personalised, differentiated learning by engaging students in learning opportunities appropriate to readiness and individual need
- ❖ Intensive focus on teacher retention through continued implementation of the Beginning and New Teacher program
- ❖ Identify and engage teachers in relevant professional development to build collective capacity relevant to the school's improvement agenda

Monitoring

- Instructional Rounds and Profiling – monitoring student progress, consistency of expected practice and providing teacher feedback re implemented systems and processes
- Term by term academic reporting data analysis and discussions reflective of benchmarks set
- Faculty data review processes (e.g. Scan & Assess; "progress checks")
- Use of data walls in faculties to map student progress
- Use of ongoing monitoring and tracking systems and within year level teams and analysis of student attendance, engagement and behaviour to refine implemented systems and processes
- School Opinion Data (SOS) and "check-in" intermittent surveys reflective of SOS

Our initiatives include

- Provide professional development for staff in Literacy and Numeracy. [Fullan, M and Sharratt, 2012, Putting Faces on the Data: Corwin, USA.] , [National Centre for Education Evaluation and Regional Assistance 2017, Teaching Secondary Students to Write Effectively, Institute of Educational Science US Dept. Education].
- Provide opportunities for students to engage with nationally accredited testing regimes [Queensland a State of Learning 2016 , Qld Govt. p127 – 159]
- Provide flexible learning environments that accommodate all individual learning differences [Innovate Inside the Box – George Couros and Katie Novak, 2019, Impress Books, USA]
- The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research Employing support for new and beginning teachers [Richard Ingosoll and Michael Strong 2011, SAGE journals, Volume: 81 issue: 2]

*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.



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- Invest in teacher aide time to support engagement of at – risk students and develop volunteer network with a focus on mentoring in Literacy and Numeracy [National Center for Education Evaluation and Regional Assistance 2017, Teaching Secondary Students to Write Effectively, Institute of Educational Science US Dept. Education].
- Establishing a feedback culture that enables all stakeholders to collaborate on all aspects of school progress. [Evidence – D.Fisher, N.Frey and J. Hattie 2016 Visible Learning for Literacy, Corwin, USA].
- Resourcing additional Teacher Aide (TA) time to track student attendance
- Restructuring of Student Support Team to provide enhanced student support and student engagement. Evidenced by Handbook of Research on Student Engagement, Sandra L. Christenson, Amy L. Reschly, Cathy Wylie, 2012, Springer Science & Business Media
- Part time Community Education Counsellor to work directly with the indigenous students and their families to improve their “connectedness” [AERA Paper 2013 - Creating an Effective School for Aboriginal and Torres Strait Islander Students].
- Employing increased Teacher Aide/Administrative Assistant Enhancement Program (AAEP) time to work in senior schooling to support work experience, manage data capture, assist in Queensland Curriculum and Assessment Authority (QCE) tracking and liaise for school based apprenticeships and traineeships as the school continues to increase in student enrolments

Our school will improve student outcomes by

NB: \$52,953 carried forward from 2019 I4S

Provide professional development for staff (new QCE, Literacy & Numeracy, UDL, Leadership, etc.) (includes \$37,074 TRS purchase)	\$88,984
Employing additional teacher-aide time to provide support to at-risk students and assist students at or below National Minimum Standard (NMS)	\$16,081
Employing additional admin and TA hours to support work experience, data capture, QCE tracking, and attendance tracking	\$28,884
Employing additional administration officer (Executive Assistant & Marketing Officer role)	\$67,864
Purchase of teacher time for student support and NAPLAN improvement in NMS and Upper 3 Bands, and for the mentoring and support of new and beginning teachers	\$155,460
Student Support and wellbeing Youth Support Coordinator (YSC) role, Stymie, Headspace, Transition Officer	\$59,497



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