

Investing for Success

**Under this agreement for 2017
Maroochydore SHS will receive**

\$460,043*

This funding will be used to

- increase the percentage of students at or above the NAPLAN National Minimum Standard in Reading from 87% to 99% in Year 9 and from 91% to 99% in Year 7.
- increase the percentage of students at or above the NAPLAN National Minimum Standard in Numeracy from 89% to 99% in Year 9 and from 94% to 99% in Year 7.
- improve NAPLAN Mean Scale Scores in Reading and Numeracy to be numerically equal to or above the nation
- maintain 100% attainment of Queensland Certificate of Education (QCE) with all Year 12 students also exiting their chosen pathway in 2017 with either an Overall Position or Vocational Certification of worth.
- continued improvement of teaching capability through individualised observation, feedback and coaching and professional learning communities to in turn improve student performance.

Our initiatives include

- utilise coaches to model effective instruction, support instructional strategy development, observe implementation and provide feedback to teachers about their teaching instruction in literacy and numeracy (Marzano, 2007).
- enhance professional learning communities to develop and share evidence based instructional practice as informed by review of formative student performance data (Dufour, Dufour, Eaker & Many, 2010; Sharrat & Fullan, 2011).
- increase teachers' repertoire of effective strategies for teaching text processing and comprehension across learning areas (Rose & Martin, 2014).
- individualise monitoring, review and refinement of each senior student's pathway and performance to support successful attainment of their Senior Education and Training Plan goals. (Sharrat & Fullan, 2011)
- individualise student behavioural interventions through the use of Positive Behaviour for Learning and Restorative Practices to reduce time out of school through SDA. (Thorsborne and Blood, 2013)
- realign school business processes to enable curriculum leaders time for greater focus on effective instruction and curriculum review. (Gahan et. al, 2016)

Our school will improve student outcomes by

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| • building teaching capability in explicit teaching practices in numeracy and literacy, by employing a 0.6FTE numeracy coach and a 0.6FTE literacy coach. | \$117000 |
| • providing focused support for targeted students in literacy, by employing additional learning support Teacher Aide hours (2 x 15hours / week) | \$44930 |
| • individualising senior student performance monitoring through employment of Dean of Students | \$97500 |
| • resourcing teaching teams with materials to support performance data analysis, reading and numeracy development. | \$3743 |
| • refining business processes and creating curriculum support time through the employment of BSM (0.4) | \$54000 |
| • providing individualise student support through the provision of a Student support officer in partnership with the Salvation Army and IFYS. | \$47670 |
| • enhancing whole school approaches to reading and effective instruction though focussed and targeted Professional Learning Communities aligned with Curriculum Review structures. | \$95200 |



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