

# Investing for Success

Under this agreement for 2018  
Mackay Central State School will receive

**\$108,098\***

This funding will be used to:

Target	Measures
1. Improve student achievement by embedding a balanced, rigorous, inclusive approach to the teaching of mathematics.	<ul style="list-style-type: none"> <li>• Baseline /endpoint:               <ul style="list-style-type: none"> <li>○ Semester 2 mathematics A-E data tracking for 2015 until 2018</li> <li>○ Year 3 NAPLAN Numeracy to Year 5 NAPLAN Numeracy for matched students.</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Mathematics A-E and NAPLAN Numeracy data from Similar Queensland State Schools (SSQ).</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Teacher planning documentation</li> <li>○ Student work samples</li> <li>○ Mathematics A-E data</li> <li>○ Coaching, observation and feedback records</li> <li>○ Case management profiles from social justice processes.</li> </ul> </li> </ul>
2. Develop a systematic, holistic approach to improvement in the area of wellbeing.	<ul style="list-style-type: none"> <li>• Baseline / endpoint:               <ul style="list-style-type: none"> <li>○ %A, %B, %C end of year achievement data for sample subjects 2015-2018</li> <li>○ OneSchool behaviour data (positive / negative) 2015-2018</li> <li>○ Whole school attendance rate 2015 (baseline) to 2018 (endpoint)</li> <li>○ Healthy people / places data beginning to end of 2018.</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Attendance rate for Similar Queensland State Schools (SSQ)</li> <li>○ Australian Curriculum, Assessment and Reporting Authority (ACARA) mean performance compared to SQSS.</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Teacher wellbeing action planning documentation</li> <li>○ Behaviour card data</li> <li>○ School opinion survey</li> <li>○ Student feedback</li> <li>○ Case management profiles from social justice processes</li> <li>○ Needs assessment / action plan / evaluation WHS&amp;W committee.</li> </ul> </li> </ul>

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



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Government**

## Our initiatives include:

Initiative	Evidence-base
<p>1. Developing a whole school approach to the effective teaching of numeracy and mathematics:</p> <ul style="list-style-type: none"> <li>• Providing targeted professional development and coaching to deepen teachers' understandings of the Australian Curriculum: mathematics learning area and providing targeted and scaffolded instruction to secure highly effective first teaching of essential mathematical concepts and skills in every classroom.</li> <li>• Providing focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards.</li> <li>• Developing a plan for monitoring early phase literacy and numeracy, including the schedule of Early Start assessments, opportunities for professional conversations regarding student progress and strategies for intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Hattie, J 2017, <i>Visible learning for mathematics, grades K-12: What works best to optimize student learning</i>, Thousand Oaks, California: Corwin, a SAGE Company.</li> <li>• Horwitz, E. K 2013, <i>Becoming a language teacher: A practical guide to second language learning and teaching</i>, 2nd edn, London; Boston, Mass: Pearson.</li> <li>• Sharratt, L, &amp; Fullan M 2012, <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, US.</li> </ul>
<p>2. Developing a culturally responsive and inclusive learning and wellbeing framework:</p> <ul style="list-style-type: none"> <li>• Ensuring the maintenance of safe, supportive and inclusive learning environments.</li> <li>• Building the capability of staff, students and the school community.</li> <li>• Developing strong systems for early intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• World Health Organisation 2014, '<i>Mental Health: a state of wellbeing</i>'. Viewed on 21 December 2017, (<a href="http://www.who.int/features/mental_health/en/">http://www.who.int/features/mental_health/en/</a>)</li> <li>• Diamond, A. 2010, <i>The Evidence Base for Improving School Outcomes by Addressing the Whole Child and by Addressing Skills and Attitudes, Not Just Content</i>. Early Education and Development, vol.21, no.5, pp 780-793.</li> <li>• Perso, T., &amp; Hayward, C 2015, <i>Teaching Indigenous students: Cultural awareness and classroom strategies for improving learning outcomes</i>, Crows Nest, NSW, Australia: Allen &amp; Unwin.</li> </ul>

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## Our school will improve student outcomes by:

Actions	Costs
1. Providing professional development and coaching to staff through the employment of a pedagogy coach.	0.25 FTE <b>\$31 131</b>
Providing support and intervention for students with diverse learning needs through increased human resourcing.	TA hours <b>\$36 994</b>
Providing intensive teaching to students as per case management processes through use of support and intervention teacher for diverse learners.	0.3 FTE <b>\$28 388</b>
Providing opportunities for extension of student learning through enrolment in IMPACT online courses.	x 4 groups <b>\$7 980</b>
2. Building staff capability through delivery of targeted professional development around wellbeing.	TRS x 5 <b>\$2 000</b>
Refining processes for the effective operation of a Workplace Health, Safety and Wellbeing committee.	Resourcing <b>\$1 605</b>
<b>TOTAL</b>	<b>\$108 098</b>



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