

# Investing for Success

**Under this agreement for 2019  
Monto State High School will receive**

**\$75 238\***

## This funding will be used to

- Increase the percentage of students achieving a 'B' standard or above in English to 70% in Years 7-10
- Increase the percentage of students achieving a 'B' standard or above in Mathematics to 65% in Years 7-10
- Increase the percentage of Year 7 students achieving in Upper Two Bands (U2B) for Writing to 25%; Reading to 40%; Numeracy to 25%
- Increase the percentage of Year 9 students achieving in U2B for Writing to 25%; Reading to 40%; Numeracy to 40%
- Every student accessing a different year level curriculum (through an Individual Curriculum Plan – ICP) will receive a 'C' standard or better against the relevant year level achievement standards
- Ensure 100% of Year 12 students attain a future pathway through QCE/QCIA/VET/SBATs/OP qualifications
- Develop teacher capability in curriculum delivery and leadership capacity through focussed coaching and curriculum professional development to improve student performance outcomes

## Our initiatives include

- Revisit, refine and embed the Whole School Literacy Approach through the utilisation of Literacy Strategies to support development of Writing and Reading across all Years 7-12 curriculum areas
- Provide targeted professional development and coaching to deepen teachers' understanding of the Australian Curriculum and provide targeted and scaffolded instruction to secure highly effective teaching of essential and extension concepts across curriculum areas
- Develop deeper teacher knowledge and understanding of the P-10 Australian Curriculum content descriptions and achievement standards by designing and supporting processes for robust intra-school and inter-school moderation
- Build teacher capability to understand 'data literacy' and how to effectively utilise data to inform targeted teaching of all students
- Refine and embed the Collegial Coaching/Profiling/Mentoring Programs to target improved pedagogical practices across all classes
- Develop teachers' capability to design and deliver age-appropriate individualised curriculum plans (ICPs) to students using the general capabilities of the Australian Curriculum
- Strengthen the case management approach to student who are on a QCE or QCIA pathway
- Better prepare and support teacher aides to extend student learning in Literacy in the Junior School
- Provide professional development for teachers and school leaders to increase capability to initiate and implement innovative practices

\* 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.



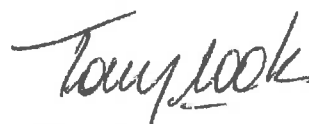
**Queensland  
Government**

## Our school will improve student outcomes by

ACTIONS	COSTS
Leadership Development – provide professional development opportunities for leadership team/aspiring leaders in area of 'Coaching' to create a whole school approach to leading change processes across the School	\$ 4 000 – QELi Professional Develop program \$ 3 000 – leadership mentors/release time/TRS
Literacy Development – Refine and embed the Whole School Approach to Literacy with a focus on Writing (Utilising the Literacy Strategies and <i>How to Teach Writing</i> on-line learning modules) Teacher release time to provide mentoring/modelling/feedback on strategies and implementation	\$ 8 640 (18 TRS for teacher release) \$ 2 600 – Literacy PD for Teacher Aides \$ 1 360 – resources to support Literacy program
Engage the School's Regional Advanced Classroom Profilers to deliver Level 2 training to 4 staff, supporting the development of the Whole School pedagogical practices, behaviour strategies and collegial observation protocols for improved and targeted teaching	\$ 3 840 - TRS – 2 days for 4 staff members \$ 2 160 – Resources to deliver training package
Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practices and collegial discussion for improved pedagogy	\$ 8 640 (1 TRS per staff member – 18 staff) \$ 1 360 – resources to support program
Engage external agency to provide whole staff professional development in identifying students requiring ICPs and the development of comprehensive plans utilising the general capabilities within the curriculum specific ACARA documents	\$ 2 400 – 5 TRS \$ 1 200 – resources \$ 2 400 – Program delivery/ cluster visits to support ICP development
Allocate TRS to support teachers and leaders to engage in collaborative data inquiry cycles and professional conversations further developing a deeper understanding of student levels of achievement and strategies to support targeted teaching	\$ 4 320 – 9 x TRS
Allocate TRS to establish professional learning communities to engage in moderation processes within and across schools, with a focus on supporting stronger delivery of curriculum and verification of assessment standards	\$ 7 918 - TRS and resources for PLC development \$ 2 400 – 5 x TRS for MBT to support Beginning Teachers Program
Allocate TRS for Curriculum Leaders to moderate curriculum plans and assessment instruments ensuring quality teaching, learning and assessment standards are verified against ACARA requirements	\$ 6 000
Purchase Teacher Aide hours to enable effective and efficient monitoring of student achievement including attainment, attendance, ICPs, along with the provision of Literacy support within the Junior School	\$13 000 (Plus additional School Funded hours – 4 hrs/week)



**Kylie Cochran**  
Principal  
Monto 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.

