

# Investing for Success

Under this agreement for 2019  
Maryborough Central State School will receive

**\$215,665\***

## This funding will be used to

Target	Measure
Increase the percentage of students achieving a A-C standard in English to 80% in Years 1-6	PM, PROBE, PAT test results Student Folios Semester report cards A-E data
Ensure 80% of Prep students are reading and comprehending short, predictable texts and composing and recording short, meaningful sentences at the reporting level of 'Working With' or better	Focussed analysis of texts PM Benchmark reading levels Semester report cards
Close the gap between the percentage of Indigenous and Non-Indigenous students receiving a C or better in English by the end of Year 2 by improving the achievement of Indigenous students	PM Benchmark reading levels Semester report cards A-E data Closing the Gap data
Increase whole school attendance to 95%	One School data

## Our initiatives include

Initiative	Evidence base
Develop teacher knowledge and understanding of the P-10 Australian Curriculum content descriptions and achievement standards by implementing and supporting processes for robust intra-school and inter-school moderation	<ul style="list-style-type: none"> <li>Walpole, S &amp; McKenna, M 2017, How to Plan Differentiated Reading Instruction, New York, The Guildford Press.</li> <li>Sharratt, L, &amp; Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, USA</li> </ul>
Provide targeted professional development and coaching to deepen teachers' understandings of the Australian Curriculum: English learning area	<ul style="list-style-type: none"> <li>Sharratt, L, &amp; Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, USA</li> </ul>
Develop teachers' capability to embed feedback in the teaching and learning cycle	<ul style="list-style-type: none"> <li>Hattie, J, 2012, Visible Learning for Teachers, Oxon UK, Routledge</li> </ul>
Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards	<ul style="list-style-type: none"> <li>Fullan, M &amp; Sharratt, L 2012, Putting Faces on the Data: What Great Leaders Do!, Corwin, California, USA.</li> <li>Walpole, S &amp; McKenna, M 2017, How to Plan Differentiated Reading Instruction, New York, The Guildford Press.</li> </ul>
Provide intensive case management support for students at risk of disengagement	<ul style="list-style-type: none"> <li>Sharratt, L, &amp; Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, USA</li> </ul>
Strengthen and embed Positive Behaviour for Learning (PBL) and Reboot strategies across year levels	<ul style="list-style-type: none"> <li>PBL and Reboot programs research</li> </ul>

\* 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.



## Our school will improve student outcomes by

Actions	Timeline	Costs
Employing a Literacy Coach to provide coaching and PD to all staff in the teaching of English	All year	\$ 80 000
Allocating funds to release teachers to: * work with the HOSES on differentiation strategies * work with Literacy Coach for collaborative planning teams each term.	week 10 for post moderation and pre-moderation of next unit week 2 for differentiation planning weeks 7/8 for moderation of English drafts weeks 8/9 to provide individual feedback to each student	\$ 40 000
Employing additional 0.1 Full Time Equivalent (FTE) Guidance Officer	weekly	\$ 10 000
Employing additional 0.6 (FTE) Support Teacher Literacy and Numeracy (STL&N)	weekly	\$ 48 000
Employing Youth Support Worker	weekly	\$ 37 665
	TOTAL	\$215 665



**Lee Lilburne**  
Principal  
Maryborough Central State School



**Tony Cook**  
Director-General  
Department of Education

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