

Investing for Success

Under this agreement for 2019
Murgon State High School will receive

\$272 502*

This funding will be used to

TARGETS & MEASURES

1.
Improve the reading and comprehension achievement of students in Junior Secondary.
(Priority School Review Action Plan)
 1. Baseline/endpoint
 - a. 90% of students from years 7-8 achieving C or Better (Current 89%)
 - b. 70% of students in years 7-8 reading at or above regional benchmark (Current 62%)
 2. Comparison:
 - a. %A, %B and %C or better
 - b. Year 7- Year 9 reading NAPLAN Data
 - c. Darling Downs South West Queensland (DDSWQ) Reading Benchmark Data
 3. Monitoring:
 - a. Progress for Meaning (PM), Fountas & Pinnell, P-10 Literacy Continuum (reading) used to monitor progress and plan for next steps in student learning
 - b. Teacher planning includes evidence of differentiated teaching and learning of reading/comprehension appropriate to reading demands of different subject/learning areas
 - c. Records from coaching, observation and feedback activities establish change in teacher practice
 - d. Interim report card data.
2.
Improve the engagement of youth in the Murgon/Cherburg Community with main stream education programs.
 1. Baseline/endpoint
 - a. Lift attendance data across whole school - >87% (Current 82%)
 - b. Engage students identified through the Engagement Hub as non-attenders/disengaged
 - c. Reduce Student Disciplinary Absences (SDAs) <200 (2018=316)
 - d. Close the Gap between Indigenous/Non-Indigenous SDAs (2018=Indigenous-234, Non-Indigenous-82) Reducing total SDAs to below <200
 2. Comparison
 - a. Attendance data OneSchool and iDAttend
 - b. SDA data from OneSchool and School Data Profile
 3. Monitoring
 - a. Attendance data OneSchool and iDAttend
 - b. Working with Engagement Hub to monitor data and youth engagement
 - c. Monitor SDA's through OneSchool
3.
Maintain Senior Queensland Certificate of Education (QCE)/Queensland Certificate of Individual Attainment (QCIA) attainment > 98%
 1. Baseline/endpoint
 - a. Maintain Senior QCE/QCIA attainment >98% (Current 98%)
 2. Comparison
 - a. Continued high level from previous years (2016=100%, 2017=100%, 2018=98%)
 3. Monitoring

Ongoing case management of students especially those at risk of not attaining QCE/QCIA

* 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 initiatives include

Increasing student attainment of Regional Benchmarks in reading and reading comprehension as documented in the school Action Plan and Annual Implementation Plan (AIP). Whole school professional Development utilising expertise from the Centre for Learning and Wellbeing (CLAW), developing staff capability in the pedagogy of reading/comprehension, using Question Answer Relationships (QAR) as a strategy. Develop data wall to track student attainment data. Using data processing software to support data conversations (Track Ed)

EVIDENCE-BASE

Stuart, M and Stainthorp, R 2015 Reading Development and Teaching. Sage, London.

- Sharratt, L and Fullan, M 2012 Putting FACES on the data: What great leaders do! Corwin, Thousand Oaks, CA

Develop an on-site alternative learning space supporting students at risk of disengagement. Employ a staff member to facilitate the development of the curriculum using Award Scheme Development and accreditation Network (ASDAN) to deliver learning goals. ASDAN modules delivered in a safe supportive learning environment, supporting diverse learners to achieve success.

EVIDENCE BASE

DET (Department of Education and Training) Queensland, (2016). Performance Insights – School attendance strategies: Results of a survey of Queensland state school leaders.

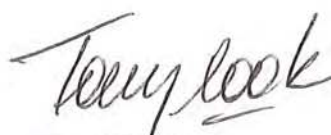
- McGregor, G. and Mills, M. (2012). Alternative education sites and marginalised young people: 'I wish there were more schools like this one', International Journal of Inclusive Education

Our school will improve student outcomes by

ACTIONS	COSTS
Employment of teacher aide to support diverse learners in the classroom	\$40 000
Support the employment of a staff member for the alternate learning program	\$80 000
Enrolment of students in activities to support QCE/QCIA attainment (TAFE, VET, First Aid)	\$22 028
Professional Development (PD) to support SIU Action Plan and delivery of highly effective classroom practices.	\$25 517
Release expenses (Teacher Relief Scheme (TRS)) to support PD to support School Improvement Unit Action Plan	\$22 060
Employment of a school attendance officer to monitor and communicate with carers to reduce absenteeism	\$63 000
Supporting Queensland Core Skills (QCS) attainment – Mighty Minds practice assessment	\$ 3 050
Supporting diverse learners at school and at home – Education Perfect Licence	\$10 847
Supporting student achievement data conversations - Track Ed Licence	\$ 2 500
Purchase assistive technology to support diverse learners in the class room	\$ 3 500
Total	\$272 502



Rod Prior
Acting Principal
Murgon State High School



Tony Cook
Director-General
Department of Education

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