

# Investing for Success

**Under this agreement for 2017  
Proserpine State High School will receive**

**\$404,515\***

## This funding will be used to

- Increase the percentage of students meeting NAPLAN national minimum standard in Year 7 and Year 9 Reading to 97%.
- Maintain the percentage of indigenous students meeting NAPLAN national minimum standard in year 7 Reading to 98%
- Increase the percentage of indigenous students meeting NAPLAN national minimum standard in year 9 Reading to 94%
- Increase the percentage of student level of achievement in English to "C or above" in Years 7 to Year 9 to 90% or greater.
- Increase the percentage of students achieving the Queensland Certificate of Education (QCE) to 100%

## Our initiatives include

- Increase teachers' repertoire of effective strategies for teaching text processing and reading comprehension across all learning areas.
- Embed the culture, climate, processes and protocols of coaching to support professional growth and encourage reflective practice in the teaching of reading and explicit teaching.
- Provide focused and intensive teaching programs for students requiring additional support to demonstrate achievement against the year-level achievement standards.
- Engage specialist educators to provide additional support to students and teachers.
- Monitor and review individual student reading and QCE data through regular enquiry cycles.
- Evidence: Sharatt, L & Fullan, M – Putting Faces on the Data, Corwin Publication, 2012

## Our school will improve student outcomes by

- Engaging additional teachers to target reading with small intensive reading groups. \$120,000
- Engaging specialist pedagogy educators to build teacher capacity of a whole school reading (DRTA) approach. \$10,000
- Engaging a pedagogy coach to embed quality planning and assessment practices across all curriculum. \$24,000
- Engaging a specialist educator to build capacity of Explicit Teaching amongst teachers. \$15,000
- Engage a leadership position to support and embed collaborative enquiry processes amongst teachers. \$40,000
- Developing an ongoing cycle of data collection and monitoring of individual student progress. \$15,000

\* Funding amount estimated on 2016 data. Actual funding will be determined after 2017 enrolment data are finalised.

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- Provide TRS to enable groups of teachers and leaders to engage in collaborative data inquiry, classroom visits and building curriculum clarity. \$30,000
- Engage additional teacher aide support in classrooms to support school programs. \$140,515
- Embed a junior school fundamental skills program to target student weaknesses in literacy. \$10,000



**Don McDermid**  
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