

# Investing for Success

Under this agreement for 2022  
Middle Ridge State School will receive

**\$332,632\***

This funding will be used to

Target	Measures
1. Increase the percentage of students achieving at a C standard or above in Mathematics	<p>Goal</p> <ul style="list-style-type: none"> <li>By Semester 2, 2022 increase the number of students achieving a C or above to 85% across the school.</li> </ul> <p>Comparison</p> <ul style="list-style-type: none"> <li>MRSS historical A-E Maths data</li> </ul> <p>Monitoring</p> <ul style="list-style-type: none"> <li>Teacher reflection during team meetings, coaching and observation/feedback discussions</li> <li>Maths assessment data by module</li> <li>NAPLAN Maths Data</li> <li>MRSS A-E Data: Sem 1 - 2022</li> </ul>
2. Improve the academic achievement of students requiring support.	<p>Goal</p> <ul style="list-style-type: none"> <li>Increase the number of students achieving 12 months or more growth in PAT scores in reading and maths</li> </ul> <p>Comparison</p> <ul style="list-style-type: none"> <li>Historical PAT Maths and Reading data</li> </ul> <p>Monitoring</p> <ul style="list-style-type: none"> <li>Teacher reflection during team meetings, coaching and observation/feedback</li> <li>STLaN assessment and reports</li> <li>Maths modules and reading assessments (PM and Probe)</li> </ul>
3. Reduce the number of disciplinary absences for students with disabilities.	<p>Goal</p> <ul style="list-style-type: none"> <li>Reduce total numbers of Suspensions for Students with Disabilities by 20%</li> <li>Reduce the frequency/multiplicity of disciplinary absences assigned to individual students by 20%</li> </ul> <p>Comparison</p> <ul style="list-style-type: none"> <li>MRSS Historical Student Disciplinary Absences Data</li> </ul> <p>Monitoring</p> <ul style="list-style-type: none"> <li>Time out data</li> <li>Teacher reflection during team meetings, coaching and observation/feedback conversations</li> <li>Professional Learning and Planning Community documentation and notes from planning meetings.</li> <li>SSSM and Case Management documentation</li> <li>MRSS Historical Behaviour Data – reported major and minor behaviours</li> </ul>



## Our initiatives include

Initiatives	Evidence-base
<p><b>Capability Development</b></p> <ul style="list-style-type: none"> <li>• Build teacher knowledge and understandings of the <b>Australian Curriculum</b> and the general capability of Numeracy.</li> <li>• Develop shared knowledge and understanding of the <b>pedagogies of mathematics</b> to ensure the consistent delivery of MRSS Mathematics Program.</li> <li>• Increase teachers' repertoire of effective, high yield strategies for the <b>explicit teaching</b> of mathematics.</li> <li>• Embed shared beliefs, knowledge, understandings and pedagogical practices across the curriculum through targeted work in Professional Learning and Planning Communities.</li> <li>• Continue to build teacher knowledge and understanding of <b>assessment</b> to monitor and support students' progression of learning and consistent delivery of assessment.</li> <li>• Further <b>develop teachers' capability</b> to effectively analyse and use data to plan actions and inform differentiated teaching practices.</li> </ul>	<ul style="list-style-type: none"> <li>• DuFour, R. (2010). <i>Learning by doing</i>. Bloomington, IN: Solution Tree Press.</li> <li>• Fisher, D., Frey, N. and Hattie, J. (2016). <i>Visible learning for literacy, grades K-12</i>.</li> <li>• Fisher, D., Frey, N. and Hattie, J. (2016). <i>Visible learning for mathematics, grades K-12</i>.</li> <li>• What Works Best – 2020 Update, <i>Centre for Education Statistics and Evaluation</i></li> </ul>
<p><b>Student Success</b></p> <ul style="list-style-type: none"> <li>• Provide focused and intensive <b>targeted intervention</b> as a component of a whole school approach for students requiring additional <b>behavioural support</b>.</li> <li>• Provide focused and intensive <b>targeted intervention</b> as a component of a whole school approach for students requiring additional support in <b>literacy and numeracy</b>.</li> <li>• <b>Build capability</b> in teacher aides to deliver targeted literacy and numeracy lessons to students requiring additional support.</li> <li>• Continue regular <b>Case Management</b> Meetings to assist classroom teachers with Tier 1, 2 &amp; 3 teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Fisher, D., Frey, N. (2010). <i>Enhancing RTI, How to Ensure Success with Effective Classroom Instruction and Intervention</i></li> <li>• Hattie, J. (2016). <i>Visible learning for mathematics, grades K-12</i>.</li> <li>• Sharratt, L. and Fullan, M. (2012). <i>Putting FACES on the data</i>. Thousand Oaks, California: Corwin Press.</li> </ul>



## Our school will improve student outcomes by

Actions	Costs
<p><b>1. <u>Capability Development</u></b> Provide teachers with opportunities through <b>Professional Learning Community Meetings</b> to:</p> <ul style="list-style-type: none"> <li>develop deeper understandings of critical content of the <b>Australian Curriculum</b>.</li> <li>backward map, plan and <b>align assessment tasks to units of work</b></li> <li>provide professional learning opportunities to <b>develop inclusive pedagogies</b> to meet student needs</li> <li>develop and implement an agreed upon bank of non-negotiable, high-yield pedagogical strategies for <b>differentiated practice</b></li> <li>develop and refine processes which utilise data to collaboratively plan for the next steps in learning for all students, including <b>planning processes, case management meetings and data conversations</b></li> <li>provide professional development in the <b>consistent delivery of assessment/s</b> to monitor and support students' progression of learning.</li> </ul> <p>Provide ongoing <b>coaching and feedback</b> to improve teachers' capability to:</p> <ul style="list-style-type: none"> <li>deliver <b>explicit instruction</b> and <b>MRSS pedagogical practices</b> ensuring highly effective classroom teaching</li> <li>implement highly <b>effective classroom management</b> and <b>inclusive pedagogies</b></li> </ul> <p>Engagement of <b>Instructional Coach</b> to co-facilitate and lead continued professional learning, capability development and pedagogical instruction</p> <p>Provide targeted <b>professional development</b> for teachers and teacher aides in <b>inclusive practices</b> and <b>management of complex and challenging behaviours</b></p>	<p><b><u>Professional Learning Communities Forums &amp; Year Level Planning</u></b> <b><u>Days:</u></b> <b><u>Term 1</u></b> 2 days per class including SET and an extra half day each for composite classes <b>34 TRS days per term</b> <math>34 \times \\$484 = \\$16\,456</math></p> <p><b><u>Term 2</u></b> 2 days per class including SET and an extra half day each for composite classes <b>34 TRS days per term</b> <math>34 \times 2 \times \\$484 = \\$32\,912</math></p> <p><b><u>Term 3</u></b> 3 x ½ days per class <b>34 TRS days per term</b> <math>34 \times 1.5 \times \\$484 = \\$24\,684</math></p> <p><b><u>Term 4</u></b> 2 days per class including SET and an extra half day each for composite classes <b>34 TRS days per term</b> <math>34 \times \\$484 = \\$16\,456</math></p> <p><b><u>Assessment, Data Collection &amp; Analysis</u></b> <i>Funded from Global School Budget (Curric):</i> <i>4 x days per term per year level</i> <math>4 \times 4 \times \\$484 = \\$7\,744</math></p> <p><b><u>Data Discussions</u></b> <i>Funded from Global School Budget (Curric):</i> <i>30 mins x teacher x semester</i> <i>8 TRS days</i> <math>8 \times \\$484 = \\$3\,872</math></p> <p><b><u>Engagement of Instructional Coach</u></b> <b>= \$ 86 794 (0.6)</b></p> <p><b><u>Workforce Capability Development:</u></b> Teacher release to work with Instructional Coach: <b><u>Feedback days</u></b> 2 days x 4 terms = 8 days <b><u>Quality Teaching Rounds</u></b> 6 days <b><u>Explicit Instruction workshops</u></b> 5 days <b><u>Total:</u></b> 19 x TRS days <math>19 \times \\$484 = \\$9\,196</math></p>



<p><b>2. <u>Engagement &amp; Inclusion:</u></b></p> <p>Engagement of <b>Inclusion, Wellbeing and Behaviour Teacher</b> to support:</p> <ul style="list-style-type: none"> <li>students who exhibit <b>complex and challenging behaviours</b> and provide <b>intensive, targeted teaching</b> for these students teachers to develop <b>effective pedagogies</b> to support students with complex and challenging behaviours</li> </ul>	<p><b>Engagement of Inclusion, Engagement and Wellbeing Teacher</b> = \$ 48 712 (0.4 funded by I4S + 0.2FTE)</p>
<p><b>3. <u>Learning Support &amp; Student Success:</u></b></p> <ul style="list-style-type: none"> <li>Identify students requiring intervention and provide <b>targeted intervention programs</b> to address the needs of identified students.</li> <li>Deliver <b>literacy and numeracy intervention</b> programs using trained teacher aides.</li> <li>Provide <b>professional development for teacher aides</b> in the effective delivery of small group instruction.</li> <li>Provide students with <b>enrichment opportunities</b> in Maths, Science and English through the Optiminds program and Maths Team Challenge.</li> <li>Provide resources aligned with <b>targeted intervention programs</b>.</li> </ul>	<p><b><u>MiniLit Teacher Aides</u></b> 8 hrs/wk x \$ 40 x 48 wks = \$ 15 360</p> <p><b><u>Learning Support Teacher Aide Time (to include EALD TA time)</u></b> 40 hrs/wk x \$40 hr x 48 wks = \$76 800</p> <p><b><u>Teacher Aide Professional D'ment</u></b> = \$ 4 000</p> <p><b><u>Optiminds and Maths Team Challenge Registration and Workshop Days</u></b> = \$1 262</p> <p><b>Learning Support Resources and Individual Testing of Students</b> <i>Funded from School General Budget (Learning Support)</i></p>



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