

# Investing for Success

Under this agreement for 2019  
Moura State High School will receive

**\$64,309\***

This funding will be used to

Target	Measures
1. Enhance and increase the educational pathways for senior students, including tertiary entrance, apprenticeships/traineeships and employment	<ul style="list-style-type: none"> <li>• Baseline/endpoint               <ul style="list-style-type: none"> <li>○ Number of students engaged with school-based traineeships and apprenticeships</li> <li>○ Number of students being offered and accepting offers to university courses</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Similar Queensland State Schools (SQSS)</li> <li>○ 2017 and 2018 Pathways Data to 2019 Pathways Data</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Feedback from local businesses, organisations and the general community</li> <li>○ 'Right on Track' program – monitor student Queensland Certificate of Education (QCE) Attainment and Level of Achievement (LOA) results (report card data)</li> <li>○ Teacher feedback on implementation of the New QCE</li> </ul> </li> </ul>
2. Improve A-C results and school based moderation procedures across English, Mathematics and Science areas in Years 7-10	<ul style="list-style-type: none"> <li>• Baseline/endpoint               <ul style="list-style-type: none"> <li>○ %A, %B and %C level of achievement data for Years 7-10 core English, Mathematics and Science</li> <li>○ Years 7-10 Curriculum at Australian Curriculum Version 8 and applying Guide to Making Judgements to assessment (2020)</li> <li>○ Whole School Moderation Process fully implemented</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ %A, %B and %C level of achievement data for Years 7-10 core English, Mathematics and Science compared historically (same semester comparisons)</li> <li>○ School Opinion Survey (SOS) – staff feedback regarding curriculum based measures. Comparison 2018 to 2019</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Teacher feedback on quality and implementation of Whole School Moderation Process</li> <li>○ Cluster moderation feedback regarding our school's progress towards building staff capacity in moderation</li> <li>○ Interim report card data</li> </ul> </li> </ul>

Our initiatives include

Initiative	Evidence-base
1. Enhance current school pathways initiatives by;	<ul style="list-style-type: none"> <li>• Sharratt, L. &amp; Fullan M. (2012). Putting FACES on the data: What great leaders do! Corwin, California, US.</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.



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<ul style="list-style-type: none"> <li>Identifying and working with key community partners to provide opportunities for school based apprenticeships and traineeships</li> <li>Implementing positive practices to closely monitor senior student learning and outcomes through the Right on Track Program</li> <li>Facilitate pathways for students which meet their individual needs</li> </ul>	<ul style="list-style-type: none"> <li>Dougherty, S. M. (2016). Career and technical education in high school: Does it improve student outcomes? <i>Thomas B Fordham Institute</i>. Washington: US.</li> <li>Haynes, G., McCrone, T. &amp; Wade, P. (2012). Young people's decision-making: the importance of high quality school-based careers education, information, advice and guidance. <i>Research Papers in Education</i>, 28 (4), pp. 459-482.</li> </ul>
<p>2. Develop and implement a whole school approach to moderation which aligns with both state and regional moderation policies and utilises small teaching teams</p>	<ul style="list-style-type: none"> <li>Sharratt, L. &amp; Fullan M. (2012). Putting FACES on the data: What great leaders do! Corwin, California, US.</li> <li>DuFour, R. &amp; DuFour, R. (2012). The school leader's guide to professional learning communities at work. Hawker Brownlow Education, Victoria.</li> <li>Klenowski, V. (2011). Assessment for learning in the accountability era: Queensland, Australia. <i>Studies in Educational Evaluation</i>, 37 (1), pp.</li> </ul>

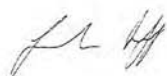
### Our school will improve student outcomes by

1.

Actions	Costs
Employ an Industry Liaison Officer (ILO) to support student pathways, engage with the local community, seek and engage school based-apprenticeships/ traineeships and support staff in addressing student pathways	0.6 Full Time Equivalent (FTE) ILO \$30 000
Employ an additional teacher to allow senior staff more time and space to work on the new senior curriculum, both within and outside the school	0.3 FTE Teacher \$30 000

2.

Actions	Costs
Provide time and space for curriculum leaders to work with Years 7-10 teachers on before, during and after moderation procedures	TRS \$2000
Years 7-10 teaching staff released for cluster moderation opportunities	TRS \$2309



**Joshua Duff**  
Principal  
Moura State High School



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

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