

Investing for Success

Under this agreement for 2022 Pacific Pines State High will receive

\$638,125*

This funding will be used to

All students

- Put the 'faces on the data' and build a collaborative culture of accountability and shared responsibility between staff and students for improved academic outcomes
- Increase in Mean Scale Score (MSS) attainment between year 7 & 9 reading and writing
- Achieve the outcome of 90% of students in years 7, 8 and 9 attaining a C standard or higher Level of Achievement in Maths, English, Science & Humanities
- Improve English level of achievement by 1% in both A-C and A-B between years 7 & 8 and 8 & 9
- Improve teacher capability through focused coaching and professional development to improve student performance
- Develop a shared understanding of 'data literacy' and support teachers and leadership teams to effectively use data to inform targeted teaching

Our initiatives include

Initiative	Evidence-base
1. Targeted use of data and pedagogy to improve student outcomes <ol style="list-style-type: none"> Participation in a Leading Learning Collaborative Action research project focusing on improving reading outcomes for students in years 7 – 9 Collective accountability and a focus on the faces behind the data to improve student outcomes 	Hattie, J. (2012) <i>Visible Learning for teachers: Maximising impact on learning</i> . Routledge, London Sharratt, L, & Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i> , Corwin, California, US Sharratt, L (2018) <i>Clarity: What Matters MOST in Learning, Teaching & Leading</i> , Corwin, California, US
2. Targeted use of school resources to make a positive difference to each and every learner to improve student outcomes <ol style="list-style-type: none"> Student wellbeing team to develop individual support plans for at-risk students and share these with teachers Targeted intervention in core subjects through ability levelled classes and additional teacher support Embedding the culture, climate and process of coaching and feedback to improve teacher capability and encourage reflective practise 	Dufour, R. (2006) <i>Learning by doing: A handbook for professional learning communities at work</i> . Solution Tree, Bloomington Indiana USA Hattie, J. (2012) <i>Visible Learning for teachers: Maximising impact on learning</i> . Routledge, London Sharratt, L (2018) <i>Clarity: What Matters MOST in Learning, Teaching & Leading</i> , Corwin, California, US



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<p>d) Refining collaborative data inquiry processes in order to develop teachers' ability to interpret data, identify effective teaching strategies and differentiate effectively</p> <p>e) Development of the PPSH Pedagogical Approach</p> <p>f) Increased Teacher Aide allocation to support student learning and engagement</p>	
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Our school will improve student outcomes by

<p>Supporting Students with Literacy and Numeracy needs by:</p> <ul style="list-style-type: none"> ○ Employing additional teachers to improve student/teacher ratio in Junior Secondary classes to support student literacy and numeracy ○ TRS to provide time for teacher development ○ Purchasing professional development for staff and resourcing ○ Employing fractional teacher to upskill other staff in creation and implementation of ICP's 	\$ 200,000
<p>Leading Learning Collaborative Action Research project resourcing Junior Secondary Curriculum support and resourcing (literacy & numeracy focus)</p>	\$ 18,125
<ul style="list-style-type: none"> • Teacher Aide support in Junior Secondary to: <ul style="list-style-type: none"> ○ Support staff in the implementation of Reading, Writing, eLearning, ESCM, Visible Learning and Numeracy ○ Targeted intervention for reading and Writing Programs ○ 3 x Student Support Officers to support student wellbeing and educational outcomes 	\$ 420,000



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