

Investing for Success

Under this agreement for 2019
Pacific Pines State High School will receive

\$449,760*

This funding will be used to

YEAR 7

- Achieve the outcome of 98% of Year 7 students meeting the National Minimum Standard in Reading
- Achieve the outcome of 100% of Year 7 students meeting the National Minimum Standard in Numeracy
- Increase the percentage of students in the National Assessment Program Literacy and Numeracy (NAPLAN) upper two bands in reading to 25%
- Increase the percentage of students in the NAPLAN upper two bands in numeracy to 25%

YEAR 9

- Achieve the outcome of 98% of Year 9 students meeting the National Minimum Standard in Reading
- Achieve the outcome of 100% of Year 9 students meeting the National Minimum Standard in Numeracy
- Increase the percentage of students in the NAPLAN upper two bands in reading to 25%
- Increase the percentage of students in the NAPLAN upper two bands in numeracy to 28%

All students

- Develop an individual learning plan for students who are below or at risk of being below the National Minimum Standard
- 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 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 	<ul style="list-style-type: none"> • 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</i>

* 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.



<p>b. Targeted scrum teams Professional learning team (PLTs) who focus on using formative data to improve student outcomes</p>	<p><i>in Learning, Teaching & Leading</i>, Corwin, California, US</p>
<p>2. Targeted use of school resources to make a positive difference to each and every learner to improve student outcomes</p> <ol style="list-style-type: none"> a. Learning & Wellbeing Support Officer to assess students and develop individual support plans for at-risk students b. Targeted intervention in core subjects through ability levelled classes and additional teacher support c. Embedding the culture, climate and process of coaching and feedback to improve teacher capability and encourage reflective practise d. Refining collaborative data inquiry processes in order to develop teachers' ability to interpret data, identify effective teaching strategies and differentiate effectively e. introduction of Visible Learning HODs to improve teacher pedagogy 	<ul style="list-style-type: none"> • 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

Our school will improve student outcomes by

<p>Supporting Students with Literacy and Numeracy needs by:</p> <ul style="list-style-type: none"> o Employing 2.0 full time equivalent (FTE) teachers to improve student/teacher ratio in red classes to support student literacy and numeracy 	<p>\$ 165,510</p>
<p>Employing 0.4 teacher to work with the feeder primary schools in the area of Science & Writing. This will prepare students with literacy and numeracy skills for Year 7 in the context of Literacy (Writing) & Science.</p>	<p>\$40,000</p>
<p>Building teacher capability through collaborative teacher efficacy via:</p> <ul style="list-style-type: none"> o Allocating 87 x 1 period per week in the timetable to providing time for teachers to work together in scrum teams o Strategic professional development to improve teacher ability to use data, feedback and formative assessments to drive targeted strategies to improve student outcomes 	<p>\$187,250</p>

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Leading Learning Collaborative Action Research project Professional Development	\$7,000
<ul style="list-style-type: none"> • 0.3 FTE Teacher Aide support in JS 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 	\$ 20,000
Support roll out of Visible Learning by <ul style="list-style-type: none"> ○ Purchasing resources ○ Purchasing PD ○ TRS for Teacher development 	\$30,000



Mark Peggrem
Principal
Pacific Pines State High School



Tony Cook
Director-General
Department of Education

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