

# Investing for Success

**Under this agreement for 2020  
Pacific Pines State High School will receive**

**\$498,402\***

## 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 NAPLAN upper two bands in reading to 25%
- Increase the percentage of students in the NAPLAN upper two bands in numeracy to 35%

### 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

- Put the 'faces on the data' and build a collaborative culture of accountability and shared responsibility between staff and students for improved academic outcomes
- 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 <ul style="list-style-type: none"> <li>a. Participation in a Leading Learning Collaborative Action research project focusing on improving reading outcomes for students in years 7 – 9</li> <li>b. Collective accountability and a focus on the faces behind the data to improve student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Hattie, J. (2012) <i>Visible Learning for teachers: Maximising impact on learning</i>. Routledge, London</li> <li>• Sharratt, L, &amp; Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, US</li> <li>• Sharratt, L (2018) <i>Clarity: What Matters MOST in Learning, Teaching &amp; Leading</i>, Corwin, California, US</li> </ul>
2. Targeted use of school resources to make a positive difference to each and every learner to improve student outcomes	<ul style="list-style-type: none"> <li>• Dufour, R. (2006) <i>Learning by doing: A handbook for professional learning communities at work</i>. Solution Tree, Bloomington Indiana USA</li> </ul>



<ul style="list-style-type: none"> <li>a. Junior Secondary Guidance Officer to assess students and develop individual support plans for at-risk students</li> <li>b. Targeted intervention in core subjects through ability levelled classes and additional teacher support</li> <li>c. Embedding the culture, climate and process of coaching and feedback to improve teacher capability and encourage reflective practise</li> <li>d. Refining collaborative data inquiry processes in order to develop teachers' ability to interpret data, identify effective teaching strategies and differentiate effectively</li> <li>e. Implementation and embedding of the PPSH Visible Learning Pedagogical Framework</li> <li>f. Increased Teacher Aide allocation to support student learning and engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Hattie, J. (2012) <i>Visible Learning for teachers: Maximising impact on learning</i>. Routledge, London</li> <li>• Sharratt, L (2018) <i>Clarity: What Matters MOST in Learning, Teaching &amp; Leading</i>, Corwin, California, US</li> </ul>
---	--

### Our school will improve student outcomes by

Supporting Students with Literacy and Numeracy needs by: <ul style="list-style-type: none"> <li>○ Employing additional teachers to improve student/teacher ratio in Junior Secondary classes to support student literacy and numeracy</li> <li>○ TRS to provide time for teacher development</li> <li>○ Purchasing professional development for staff and resourcing</li> </ul>	\$ 388, 402
Employing fractional teacher to work with the feeder primary schools in the area of Science & Writing to further strengthen alignment between primary & secondary curriculums.	\$35,000
Leading Learning Collaborative Action Research project Professional Development	\$10,000
<ul style="list-style-type: none"> <li>• Teacher Aide support in Junior Secondary to:             <ul style="list-style-type: none"> <li>○ Support staff in the implementation of Reading, Writing, eLearning, ESCM, Visible Learning and Numeracy</li> <li>○ Targeted intervention for reading and Writing Programs</li> </ul> </li> </ul>	\$ 65,000



**Principal name**  
Principal  
Pacific Pines State High School



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



**Queensland  
Government**