

Investing for Success

Under this agreement for 2018
Park Ridge State High School will receive

\$542 288*

This funding will be used to

Target	Measure
<p>Improve the outcomes of Potential Elevated Learners</p>	<p><u>End Point</u></p> <ul style="list-style-type: none"> • 10% increase in students achieving in NAPLAN U2B writing and reading • 86% students receiving an OP 1-15 • 5% increase in students receiving an OP1-5 • Evidenced focus on PEL (Potential Elevated Learners) skills development and performance on unseen tests • Increased number of unseen exams in core subjects 7-10 • Embedded seven minutes of writing, John Collins' 3 stage drafting process, text complexity and text dependent questions. <p><u>Monitoring</u></p> <ul style="list-style-type: none"> • Writing samples audited and improvement strategies tracked • Implementation of IMPACT strategies evidenced in classroom through walkthroughs, long & short observations, unit planning and Classroom Placemats • Explicit teaching of cognitive verbs tracked and mapped in senior subjects 10-12 • Unseen exams mapped in English, Science, Humanities and Mathematics, linked to skills of unit in 7-10 • Profiling of potential U2B students in 7-9 and Potential Elevated Learners in 10-12
<p>Embed STEAM and STEAM literacy</p>	<p><u>End Point</u></p> <ul style="list-style-type: none"> • 10% increase in students choosing a STEAM subject in 11&12 in 2019/20 • Increase in cross curricular learning opportunities • Greater links to real world applications (partnerships with industries to support design and delivery of curriculum in STEAM's areas with learning outcomes aligned to industry expectations and product) • Implementing the adoption of STEAM's literacies across all KLA's • Increase in high-end technologies in design subjects <p><u>Monitoring</u></p> <ul style="list-style-type: none"> • Pathway planning monitoring, early subject selection trends 9&10 • Mapping cross-curricular across Science, Humanities, Technology (Digital and Design) • Audit assessment focus and use of industry partnerships through STEAM.s Committee • Inclusion of STEAM's Literacies in PD Plan



<p>Learning Together & Wellbeing Frameworks supporting engagement for all students in the classroom</p>	<p><u>End Point</u></p> <ul style="list-style-type: none"> • 92-100% Attendance • 5% decrease in 85% and below attendees • 10% decrease in yellow zone and 10% increase in green zone • 20% decrease in cancellations • 20% decrease in short term suspensions • Increase in profiling of at risk students and strategy based decision making • 10% increase in Apprenticeships and Traineeships <p><u>Monitoring</u></p> <ul style="list-style-type: none"> • Tracking of Attendance data and improvement strategies through Attendance Team, feeding back through SNAC and Senior Team • Monitoring of letters and interviews for 85% and under attendees with support plan on One School through SNAC Dashboard • Profiling and case management notes on One School Dashboard for identified at risk students through SNAC • Tracking of Pyramid Data through Behaviour Team aligned to Tier 1, 2 & 3 strategies • Pathway placement tracked and monitored through Senior Team and Transition Officer • Tracking of Merit Points and Positive Rewards system through Learning Together Team, data presented weekly to staff and fortnightly to student body • Attendance goals monitored half termly through form class and Attendance Friday • Explicit teaching of behaviours monitored by DP School Improvement and LT Team
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Our initiatives include

<i>Initiative</i>	<i>Evidence Base</i>
<p>Implement a <u>skills focused</u> approach to the delivery of a <u>responsive</u> curriculum for potential elevated learners rich in:</p> <p>Collaborative learning environments, negotiated curriculum and assessment offerings, design opportunities and varied complex texts.</p>	<p>Sheena Cameron, <i>The Writing Book</i>, Professional Standards Alignment 1 – Know students and how they learn: 1.2, 1.3, and 1.5 3 – Plan for and implement effective teaching and learning: 3.2, 3.4 6 – Engage in professional learning and improve practice: 6.2</p> <p>IMPACT Centre: Writing Program, Spencer Kagan, Co-operative Learning, Fullan, <i>Deep Learning</i>, Dylan Williams, <i>Negotiated Curriculum</i>, Shanahan, Fisher, Frey, 2012, <i>The Challenge of Challenging Texts</i></p> <p>Pat Hipwell: Gradual Release</p> <p>Sharples, J., Webster, R. & Blatchford, P. (2015) <i>Making best use of teaching assistants: Guidance Report</i>. Education Endowment Foundation</p>
<p>Develop an interactive learning space focused on design and problem solving to provide authentic industry linked teaching and learning environments, mirroring innovative work spaces.</p>	<p>STEM education: To build a scientist www.nature.com/naturejobs/science/articles/10.1038/nj7560-371a</p> <p>STEM in Queensland schools: Why STEM education benefits students and society: https://www.qcaa.qld.edu.au/p-10/aciq/stem</p> <p>Education Queensland STEM initiative</p>
<p>Creating a caring and supportive community that values the importance of education.</p> <p>Providing <u>deep, strategy based</u> profiling and case management to ensure all students are being engaged or re-engaged in the learning space.</p>	<p>Springer, <i>The Basics of Functional Behaviour:</i></p> <p>BILL ROGERS: POSITIVE LEADERSHIP BEHAVIOUR MODEL https://en.wikipedia.org/wiki/Positive_behavior_support</p>



Our school will improve student outcomes by

Actions	Cost
Initiative 1	
<ul style="list-style-type: none"> • Inclusion of identified students across IMPACT program • Development of student writing though 7 minutes of on-demand writing every classroom • Implementation of Sheena Cameron's "The Writing Book" program • Additional Learning support to develop writing and reading skills for both challenged and potential elevated writers • Professional development in the Collaborative Learning Space, writing strategies and reading initiatives • Employment of Pat Hipwell to audit units, alignment to National Curriculum and explicit teaching of cognitive verbs at a faculty level • ICAS Student Competitions, linked to real world and broader community context • ACER PAT M&R for diagnostic data toward a responsive approach to student need 	\$347 288
Initiative 2	
<ul style="list-style-type: none"> • STEM technology linked to authentic and real world applications (3D Printer, Laptops and Programs) • Upgrade to Y Block (Science Trade Training Centre) and designated technology rooms, including interactive work spaces, smart boards and cameras • Professional Development to support capacity building of STEAM's teachers and mentors 	\$45 000
Initiative 3	
<ul style="list-style-type: none"> • Support for SNAC team (Wellbeing) • Brainstorm Productions (Wellbeing Presentations for staff and students) • Funding for Positive Behaviour for Learning (PBL) (Learning Together) initiatives, including Attendance Friday, Merit Point System, public speakers, links to industry specialists • Professional development in Functional Behaviour Model, Essential Skills and PBL Regional Training for PBL Team and Staff • Purchase of PBL administrators X2 (A02) 	\$150 000
Leadership Coaching and partnership with Melbourne University	\$ 120 000
TOTAL	\$542 288



Sharon Amos
Principal
Park Ridge State High School



Patrea Walton
A/Director-General
Department of Education

