

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



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

Initiative	Evidence Base
<p>Implement a <u>skills focused</u> approach to the delivery of a <u>responsive</u> curriculum for <b>potential elevated learners</b> 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. &amp; 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 <a href="http://www.nature.com/naturejobs/science/articles/10.1038/nj7560-371a">www.nature.com/naturejobs/science/articles/10.1038/nj7560-371a</a></p> <p><b>STEM in Queensland schools: Why STEM education benefits students and society:</b> <a href="https://www.qcaa.qld.edu.au/p-10/aciq/stem">https://www.qcaa.qld.edu.au/p-10/aciq/stem</a></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 <a href="https://en.wikipedia.org/wiki/Positive_behavior_support">https://en.wikipedia.org/wiki/Positive_behavior_support</a></p>



## Our school will improve student outcomes by

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



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