

# Investing for Success

Under this agreement for 2019  
PARK RIDGE STATE HIGH SCHOOL will receive

**\$613,815\***

## This funding will be used to

Target	Measure
<b>Improving student outcomes through a Professional Learning Community/Team (PLC/T) focus</b>	<p><u>End Point: Building Staff Capacity</u></p> <ul style="list-style-type: none"> <li>Establishment of Small Teams to ensure deep capacity building in PLC/T culture</li> <li>All staff engaged in at least 1 effective PLT</li> <li>Embedded Collaborative Practice Model</li> <li>Expert Facilitator Team</li> <li>Expert Data Analysis Systems, utilising whole school data-conversation and inquiry cycles</li> </ul> <p><u>End Point: Student Focus</u></p> <ul style="list-style-type: none"> <li>20% increase in NMS writing and reading on NAPLAN</li> <li>5% increase in NMS numeracy on NAPLAN</li> <li>80% students receiving an OP 1-15</li> <li>Continued Increase in number of unseen exams in core subjects 7-10</li> <li>Embedded pre-test, formative assessment routines</li> <li>Continued implementation of seven minutes of writing, John Collin's 3 stage drafting process, text complexity and text dependant questions</li> <li>Sophisticated use of Directed Reading Thinking Activity (DRTA)</li> </ul> <p><u>Monitoring</u></p> <ul style="list-style-type: none"> <li>Improved line of sight through small teams to differentiate capacity building for staff</li> <li>Creation of PLC Charter to provide accountability and monitoring process for PLT's</li> <li>Continued auditing of writing samples and improvement strategies tracked</li> <li>Continued implementation of IMPACT strategies evidenced in classroom through walkthroughs, long &amp; short observations, unit planning and Classroom Placemats</li> <li>Continued explicit teaching of cognitive verbs tracked and mapped in senior subjects 10-12</li> </ul>
<b>Continued focus on Embedding STEAM's and STEAM's literacy</b>	<p><u>End Point</u></p> <ul style="list-style-type: none"> <li>15% increase in students choosing a STEAM's subject in 11&amp;12 in 2020/21</li> <li>Increase in cross curricular learning opportunities, with greater utilisation of Science TTC</li> <li>Continued development of links to real world applications (partnerships with industries to support design and delivery of curriculum in STAEM's curriculum areas with learning outcomes aligned to industry expectations and product)</li> <li>Continued Implementation in the adoption of STEAM's literacies across all KLA's</li> </ul> <p><u>Monitoring</u></p> <ul style="list-style-type: none"> <li>Continued pathway planning monitoring, early subject selection trends 9&amp;10</li> <li>Mapping literacies across Science, Humanities, Technology (Digital and Design)</li> <li>Audit assessment focus and use of industry partnerships through STEAM's Committee</li> <li>Continued focus of STEAM's Literacies in PD Plan, including time allocation for coach to monitor progress</li> </ul>
<b>Continued focus on improving results of Potential Elevated Learners (PEL)</b>	<p><u>End Point</u></p> <ul style="list-style-type: none"> <li>11% increase in U2B writing and reading on NAPLAN</li> <li>5% increase in students attaining an OP 1-5</li> <li>Increased participation of identified PEL in IMPACT program</li> <li>21<sup>st</sup> Century Skills being developed through a focus on deep learning and critical thinking skills</li> <li>Multiple opportunities for students to negotiate the curriculum, work collaboratively and peer assess</li> <li>PEL increased participation in Design Subjects, utilising high-end technologies</li> <li>Increased connection of PEL with University programs and projects</li> <li>Increased participation of PEL students in regional and state STAEM initiatives and competitions</li> </ul> <p><u>Monitoring</u></p> <ul style="list-style-type: none"> <li>PEL students accessing mentorship to increase personalised support and accountability</li> <li>Tier 2 and 3 Response to Intervention team, ensuring early intervention and strategy</li> <li>Continued profiling of potential U2B students in 7-9 and Potential Elevated Learners in 10-12</li> </ul>

## Our initiatives include

Initiative	Evidenced Based
Implementation of a PLC Heavy whole school focus based on:	Richard Dufour, <i>Learning by Doing</i> , 2006: Second Edition Richard Dufour and Michael Fullan, <i>Cultures Built to Last</i> , 2012: Systemic PLC's at Work

\* 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.



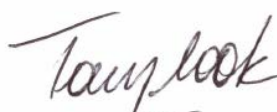
<i>Collaborative practice, a data driven culture and short cycles of analysis, team strategy and review.</i>	Austin Buffum, Mike Mattos and Janet Malone, <i>Taking Action: A Handbook for RTI at Work</i>
<i>Develop an interactive learning space focused on design and problem solving to provide authentic industry linked teaching and learning environments, mirroring innovative work spaces.</i>	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> <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> <i>Education Queensland STEM initiative</i>
<i>Implement a skills focused approach to the delivery of a responsive curriculum for <b>potential elevated learners</b> rich in:</i>  <i>Collaborative learning environments, negotiated curriculum and assessment offerings, design opportunities and varied complex texts</i>	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  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>  Pat Hipwell: Gradual Release/ Pat Hipwell Blue Book Sharples, J., Webster, R. & Blatchford, P. (2015) <i>Making best use of teaching assistants: Guidance Report</i> . Education Endowment Foundation

## Our school will improve student outcomes by

Actions	Cost
<b>Initiative 1</b>	
<ul style="list-style-type: none"> <li>Partnership with Solutions Tree to develop PLC heavy culture</li> <li>Whole School workshops in PLC approach, including investment in small team coaching (2 meetings a week in terms 1-3 and whole day workshop for leaders 1 day per term)</li> <li>Purchase of resources and books to support PLC initiative</li> <li>TRS to allow moderation time for PLT's</li> </ul>	\$70 000
<b>Initiative 2</b>	
<ul style="list-style-type: none"> <li>Time allocation for STEAMs Coach</li> <li>Purchase of technology and software to support design programs</li> <li>Continued upgrades to Y Block (Science Trade Training Centre) and designated technology rooms, including interactive work spaces, smart boards and cameras</li> <li>Continued professional development to support capacity building of STEAM's teachers and mentors</li> </ul>	\$110 000
<b>Initiative 3</b>	
<ul style="list-style-type: none"> <li>Inclusion in SE Region Deep Learning Program</li> <li>Partnership with UQ in Critical Thinking project, including purchase of an industry coach</li> <li>Purchase of a Pedagogical Coach to develop faculty expertise in proficiency scales</li> <li>Resourcing of Innovation Centre to be opened in Semester 2, 2019</li> <li>Continued Inclusion of identified students across IMPACT programs</li> <li>Additional Learning Support to develop writing and reading skills for both challenged and potential elevated writers</li> <li>Continued professional development in the Collaborative Learning Space, writing strategies and reading initiatives</li> <li>Continued 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>	\$190 000
Leadership coaching and partnership with Melbourne University	\$ 120 000
Branding and Promotional Package	\$ 120 000
	Total: \$610,000



**Sharon Amos**  
Principal  
Park Ridge SHS



**Tony Cook**  
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Department of Education

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