

# Investing for Success

Under this agreement for 2021  
Park Ridge State High School will receive

**\$713 622\***

## This funding will be used to

Target	Measure
<p>Improve student learning outcomes through a refocus on literacy and pedagogical reform:</p> <p><b>Focus:</b> Building the Expert Teaching Team through Growth Model.</p>	<p><b>END POINT: Building the Expert Teaching Team Toward Improved Student Outcomes</b> Continued building of a specialist team to support the pedagogical and curriculum planning capabilities of Heads of Department and Teaching Staff</p> <ul style="list-style-type: none"> <li>Investment in two HOD positions focused on building the expert teaching team through a personalised coaching approach and deep learning partnerships</li> <li>Targeted PD in Growth Coaching Model, Innovative Curriculum and Pedagogical practices</li> <li>Learning Partnerships with UQ and Griffith University to extend learning opportunities and connect learning to authentic practices outside the school environment</li> <li>Build on existing partnership with Pat Hipwell to support the alignment of DRTA with the Inquiry Model and Explicit Teaching Cycle = unique PRSHS cycles of practice</li> </ul> <p><b>END POINT: Purpose Built Spaces</b> Development of a Learning Hub</p> <ul style="list-style-type: none"> <li>Provision of a resourced space to provided differentiated support for staff in a safe a supportive environment</li> <li>Use of community and school funded spaces in and out of doors to provide unique learning environments</li> <li>Investment in Digital Pedagogies to support Digital Innovation</li> </ul> <p><b>END POINT: Student Focus</b></p> <ul style="list-style-type: none"> <li>10% increase in students improving learning outcomes across all 4 core faculty areas</li> <li>50% increase in student engagement, subject retention rates and school retention rates</li> <li>4% increase in attendance moving school from 90%-92-95%</li> </ul> <p>Monitoring</p> <ul style="list-style-type: none"> <li>Appointed HOD Coaches to track staff development</li> <li>DP targeted measuring of in class engagement and 'must have' agreements</li> <li>Utilisation of student voice through learning walks and student focus groups (at least 2 per term)</li> </ul> <p>Capturing qualitative and quantitative data to support initiative, including student and community voice</p>
<p>Improve student Pathway Opportunities through targeted learning experiences in growing job markets and desired work ready skills.</p> <p><b>Focus:</b> Developing 21<sup>st</sup> Century Skills and Post-School Pathways</p>	<p><b>END POINT: Continue to build DETE and Industry partnerships to provide authentic learning opportunities through Electronics HUB and cross-curricular STEAM programs.</b></p> <ul style="list-style-type: none"> <li>Partnership with to deliver Rocket in a Suitcase Steam project through 5 faculty areas</li> <li>Continued partnership with DETE and Electronics Pipeline to grow Electronics Hub</li> <li>Partnership with Logan City Council to develop a waste disposal plan and build a PRSHS Nursery</li> <li>Continued development of a design focused approach to cross curricular, with an upgraded design suit and 3D Printer</li> <li>Continue to invest in regional Deep Learning initiative and HOD role</li> </ul> <p><b>END POINT: Student Focus</b></p> <ul style="list-style-type: none"> <li>Increased engagement of students working across faculties and in authentic learning and assessment environments</li> <li>20% increase in students choosing STEAM based subjects, in particular Mathematics and the Sciences</li> <li>20% increase in students choosing an ATAR pathway with high-end industry University Offerings</li> <li>10% increase in students choosing and electronics focused career pathway</li> </ul> <p>Monitoring: DP and STAEM Coordinator, monitoring access, success rates and transitional data</p>
<p>Improve student Pathway Opportunities through innovative and authentic community partnerships:</p> <p><b>Focus:</b> University of Queensland Critical Thinking Project</p>	<p><b>END POINT: Continued Partnership with University of Queensland to deliver Critical Thinking Project</b></p> <ul style="list-style-type: none"> <li>Creation of data driven research project to monitor progress of a critical thinking approach in the classroom across 26 targeted staff.</li> <li>Inclusion of the 4 C's and Socratic circles to provide a critical thinking and values framework</li> </ul> <p><b>END POINT: Student Focus</b></p> <ul style="list-style-type: none"> <li>20% increase in students choosing STEM related course through Senior Phase of Learning</li> <li>20% increase in achievement levels of targeted student group across all core subjects</li> </ul> <p>Preparedness of students for 21<sup>st</sup> Century job market</p>



## Our initiatives include

<ul style="list-style-type: none"> <li>Investment in two HOD positions focused on building the expert teaching team through a personalised coaching approach and deep learning partnerships</li> <li>Targeted PD in Growth Coaching Model, Innovative Curriculum and Pedagogical practices</li> <li>Learning Partnerships with UQ and Griffith University to extend learning opportunities and connect learning to authentic practices outside the school environment</li> <li>Build on existing partnership with Pat Hipwell to support the alignment of DRTA with the Inquiry Model and Explicit Teaching Cycle = unique PRSHS cycles of practice.</li> </ul>	<p>Coaching conversations -intentionally managed conversations that employ active listening, skilful questioning and other coaching skills tempered with high levels of emotional intelligence, in order to raise awareness and encourage responsibility (Munro, 2016).</p> <p>Research has shown above-average effects for leaders who believe their major role is to evaluate their impact, who get everyone in the school working together to understand and evaluate their impact, who learn in an environment that privileges high-impact teaching and learning, who are explicit with teachers and students about what success looks like (Hattie 2006)</p>
<ul style="list-style-type: none"> <li>Partnership with PFI Aerospace to deliver Rocket in a Suitcase Steam project through 5 faculty areas</li> <li>Continued partnership with DETE and Electronics Pipeline to grow Electronics Hub</li> <li>Partnership with Logan City Council to develop a waste disposal plan and build a PRSHS Nursery</li> <li>Continued development of a design focused approach to cross curricular, with an upgraded design suite and 3D Printer</li> <li>Continue to invest in regional Deep Learning initiative and HOD role</li> </ul>	<p>Implications are made for the ways practicing teachers develop and foster creativity via pedagogical approaches that enhance connectivity and interdisciplinarity of teaching practices between domains of learning. Aagaard-Hansen, J. (2007). The challenges of cross-disciplinary research. <i>Social Epistemology</i>, 21(4), 425–438.</p> <p>Deep learning is a key strategy by which students extract meaning and understanding from course materials and experiences. Because of the range and interconnectedness of environmental, social and economic issues, and the importance of interdisciplinary thinking and holistic insight, deep learning is particularly relevant in the context of education for sustainability. Warburton, K. (2003), "Deep learning and education for sustainability", <i>International Journal of Sustainability in Higher Education</i>, Vol. 4 No. 1, pp. 44-56.</p>
<ul style="list-style-type: none"> <li>Creation of data driven research project to monitor progress of a critical thinking approach in the classroom across 26 targeted staff.</li> <li>Inclusion of the 4 C's and Socratic circles to provide a critical thinking and values framework</li> </ul>	<p>Thinking critically requires a range of understandings and cognitive abilities. Some of these are still developing in adolescence, and identifying them helps to inform expectations regarding adolescent thinking and provides some guide as to how they may be further developed educationally. One of these factors is the relationship between epistemology and metacognition. (Peter Ellerton, UQ, 2019)</p>

## Our school will improve student outcomes by

Initiative 1	COST
<p>Improve student learning outcomes through a refocus on literacy and pedagogical reform:</p> <ul style="list-style-type: none"> <li>Employment of specialty staff</li> <li>Resourcing of Resource and Learning Hub</li> <li>Cost of targeted PD in whole-school 'must haves' aligned to Learning Design (Pedagogical Framework)</li> <li>Employment of outside Literacy Expert</li> <li>Teacher-Aide Support</li> </ul> <p><b>Focus: Building the Expert Teaching Team through Growth Model</b></p>	450 000
<p>Improve student Pathway Opportunities through targeted learning experiences in growing job markets and desired work ready skills.</p> <ul style="list-style-type: none"> <li>Engagement with Rocket in a Suitcase Project</li> <li>Resourcing for Electronics Hub</li> <li>Upgrades to design areas and equipment</li> <li>Targeted PD and excursion opportunities (subsidies for students)</li> </ul> <p><b>Focus: Developing 21<sup>st</sup> Century Skills and Post-School Pathways</b></p>	200 000
<p>Improve student Pathway Opportunities through innovative and authentic community partnerships:</p> <ul style="list-style-type: none"> <li>Ongoing costs of UQ research project</li> <li>Cost of upskilling staff and linking them with UQ Critical Thinking Training</li> <li>Membership with Critical Thinking online community</li> <li>Specialty meetings and workshops</li> <li>Critical Thinking Resourcing</li> </ul> <p><b>Focus: University of Queensland Critical Thinking Project</b></p>	50 622
<p>Invest in the embedding of the Park Ridge SHS culture of wellbeing and care through an investment in:</p> <ul style="list-style-type: none"> <li>In servicing staff in Berry Street Model</li> <li>Development of materials to support the personalised approach to wellbeing articulated in the PRSHS Wellbeing Framework</li> <li>Provision for materials to support students and parent focus groups to build shared understanding of wellbeing at all layers of the community</li> <li>Provision of materials to support the new Wellbeing Hub</li> </ul>	13 000
713 622	



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