Under this agreement for 2016
Pacific Paradise State School will receive

$245,415*

This funding will be used to

- Increase the percentage of Prep students able to read and comprehend simple sentences by the end of Semester 2 2016 from 76% to 80%.
- Increase the percentage of students at or above the NAPLAN National Minimum Standard in Reading from 93% in Year 3 in 2014 to 97% in Year 5 in 2016 (i.e. same cohort of students).
- Increase the percentage of students in the Upper 2 Bands in NAPLAN Reading from 34% in Year 3 in 2014 to 36% in Year 5 in 2016.
- Increase the percentage of students at or above the NAPLAN National Minimum Standard in Numeracy from 93% in Year 3 in 2014 to 96% in Year 5 in 2016.
- Increase the percentage of students in the Upper 2 Bands in NAPLAN Numeracy from 29% in Year 3 in 2014 to 32% in Year 5 in 2016.
- Increase the percentage of students achieving a 'C' or above in Mathematics from 69% in Year 5 in 2015 to 90% in Year 6 in 2016.
- Increase attendance from 91.2% (2015) to 93%.
- Every student accessing a different year level curriculum (that is, with an Individual Curriculum Plan) will achieve a 'C' or better against the relevant year - level achievement standard.

Our initiatives include

- Develop a network of local early childhood centres and kindergartens to enhance knowledge of on - entry to Prep expectations and to assist in a smooth transition of children into Prep and Year 1.
- Provide education for parents of pre - Prep students to support the development of oral language and early Literacy and Numeracy skills at home.
- Increase teachers’ repertoire of effective strategies for teaching text processing and comprehension across learning areas.
- Provide professional development and coaching to ensure teachers are able to deconstruct Australian Curriculum: Mathematics content and provide targeted and scaffolded instruction to secure highly effective first teaching of essential mathematical concepts and skills in every classroom.
- Develop collaborative data inquiry processes (to build teachers’ ability to interpret data, identify and scale-up effective teaching practices and differentiate better).
- Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice / action learning.
- Facilitate action learning / action research to identify and verify the effectiveness of strategies currently in use.
- Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year - level achievement standards. Develop teacher capacity to design curriculum - aligned monitoring and assessment tasks (for short-term data cycles). Build teacher capability in gathering and using evidence to determine the different year - level curriculum some students require and to develop and successfully implement ambitious but achievable Individual Curriculum Plans.
- Establish a Professional Learning Community of school leaders or teachers (from cluster or 'like' schools) to share and evaluate strategies and their impact.
- Build teacher capability to use technology to differentiate and improve learning.
- Use digital modes to improve Literacy and Numeracy engagement across Prep to Year 6.

* Funding amount estimated on 2015 data. Actual funding will be determined after 2016 enrolment data are finalised.
Our school will improve student outcomes by

- Provision of a structured oral language program for implementation by teacher aides, train teacher aides and parents and monitor student progress.
- Develop or adapt an oral language program for use in Prep and Year 1.
- Provide teacher release (TRS) to enable triads of teachers / leaders to engage in collaborative data inquiry, action learning, classroom visits and professional conversations to ensure consistency of reading and number pedagogical practice. $80,000
- Employing an early years Pedagogical Coach (0.5) to work with Prep to Year 2 teachers and a Pedagogical Coach (0.5) to work with Years 3 to 6 teachers to develop and embed consistent standards of practice in reading, spelling, writing and number. $100,000
- Use PIPS (Performance Indicators in Primary Schools) materials across Prep to Year 2 to inform teaching, learning and resourcing, and to track progress.
- Develop, resource and implement a professional development and coaching program to support teachers in data gathering, collation, analysis and use.
- Employ additional teacher aide staff in early year classrooms using Reading Recovery strategies to develop early Literacy skills. $54,000

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Pacific Paradise State School

Dr Jim Watterston
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Department of Education and Training

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