

Investing for Success

Under this agreement for 2017 Pacific Paradise State School will receive

\$260,900*

This funding will be used to

- Support every student accessing a different year level curriculum (that is, with an Individual Curriculum Plan) to achieve a 'C' standard or better against the relevant year-level achievement standard.
- Increase the percentage of students achieving a 'B' standard or above in English from 30% in Year 3 (2016) to 35% in Year 4 (2017); from 24% in Year 4 (2016) to 30% in Year 5 (2017); from 31% in Year 5 (2016) to 35% in Year 6 (2017).
- Continue to increase non-academic measures: student attendance 90.4% (2015) - 92.1% (2016) to 94% (2017); enhance community engagement strategies and communication protocols so that school opinion survey data increasingly aligns Parent - Student - Staff data re: Students are treated fairly at this school: Parents S2008 89% (2016) to 93% (2017); Students S2047 84% (2016) to 90% (2017) and maintain Staff S2073 100% (2016).
- Use Functional behaviour assessments to guide and support students to develop behavioural skills: whole-school classroom profiling sweeps Term 1 and Term 3 to 95% participation; trained classroom profilers from 7 staff members (2016) - 10 staff members (2017); staff trained in Functional Behaviour Assessments from 4 staff members to 7 staff members.
- Develop pre and post assessments to deliver targeted learning experiences aligned with school's explicit improvement agenda (oral language and vocabulary; targeted Writing including Spelling; formative assessment and feedback). Maintain 100% teaching staff participation in year level professional learning and research opportunities.
- Collect evidence of student learning from student responses, e.g. Writing samples, summative tasks, Guides To Making Judgments and folios which are used to monitor student performance and provide early intervention and/or extension learning experiences aligned with school's explicit improvement agenda, maintain 100% teaching staff participation in year level professional learning and moderation practices.

Our initiatives include

- Continuing to develop the school's 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.
- Providing education for parents of pre-Prep students to support the development of oral language and early Literacy and Numeracy skills at home.
- Developing teachers' capability to design and deliver age-appropriate highly individualised curriculum plans to students using the general capabilities of the Australian Curriculum.
- Building teacher capability to differentiate and improve learning using a variety of strategies including technology, task design and demonstrations of learning, through collaboration with special education expert staff.
- Building teacher capability in gathering and using evidence to determine the different year-level curriculum some students require and to develop and successfully implement challenging but achievable Individual Curriculum Plans.

* Funding amount estimated on 2016 data. Actual funding will be determined after 2017 enrolment data are finalised.

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- Providing focused and intensive teaching targeted at 'C' students in order to improve the quality of their demonstrations of learning against the relevant year-level achievement standard.
- Developing teachers' capability to embed feedback in the teaching and learning cycle.
- Increasing teachers' repertoire of effective strategies for teaching text processing and comprehension across learning areas or subjects.
- Providing professional coaching to deepen teachers' professional knowledge practices to enhance subject specific Literacies and student engagement in the middle years of primary schooling.
- Providing professional development for teachers and school leaders to increase capability to initiate and implement innovative practices.

Our school will improve student outcomes by

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| • Implementing a targeted approach to developing key Literacy elements of oral language, vocabulary and spelling to improve students' Writing capability supported by extended teacher aide hour allocations. | \$72,000 |
| • Providing TRS to enable year levels and/or teams of teachers/leaders to engage in collaborative data inquiry, action learning, classroom visits and professional conversations. | \$65,000 |
| • Extending the services of a Guidance Officer and Head of Special Education Services to work with the school community (students, teachers, parents, elders) to meet the social, emotional and mental health / well-being needs of all students. | \$80,900 |
| • Establishing the role of a Transition Co-ordinator, responsible for liaising with local kindergartens and pre-schools to facilitate transition to Prep and for hosting school-based play-group programs to promote early years' Literacy and Numeracy skills. | \$26,000 |
| • Establishing the role of Community Engagement Officer to co-ordinate digital communication services, enhance parent-school-student information opportunities and to engage the school community in celebrations of student participation and achievement. | \$17,000 |



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