

Investing for Success

Under this agreement for 2019
Pacific Paradise State School will receive

\$224,319*

This funding will be used to

Target	Measures
1. Increase the literacy and numeracy skills of students transitioning from school-based playgroup into Prep.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ 2017 Baseline data: Prep English 69% WW or better; Mathematics 77% C or better. 2018 implementation data: Prep English 76% WW or better, Mathematics 86% WW or better ○ 2019 Semester 2 Targets: Prep – English 78% Mathematics 87% • Comparison: <ul style="list-style-type: none"> ○ BELONGING, BEING & BECOMING The Early Years Learning Framework for Australia OUTCOME 5: <i>Children are Effective Communicators</i> ○ English A-E and Reading <i>accuracy and comprehension data</i> • Monitoring: <ul style="list-style-type: none"> ○ Continua of Learning and Development: Communicating: <i>Emerging – Exploring – Extending</i> ○ Numeracy Progression (ACARA): <i>Number – school-wide implementation re: monitoring student performance against AC developmental continuum</i> ○ Cohort planning documents aligning AC ○ Cohort planning documents aligning <i>Age Appropriate Pedagogies</i> ○ Embedding of Explicit Improvement Agenda <i>Feedback for Learning</i> targeting and explicit literacy and numeracy goals
2. Increase the % of students achieving 'C' or better in English, Mathematics and Science including students working from Individual Curriculum Plan (ICP) goals for Enrichment or Intervention	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ 2017 Baseline data: Year 1-6 Sem 2 A-C English 79%; A-C Mathematics 82%; Science: 89%. 2018 data: Year 1-6 Sem 2 A-C English 77%; A-C Mathematics 81%; A-C Science 90% ○ Year 3-6 ICP (intervention) A-C English 78%; Mathematics 96%; Science 71%. 2018 A-C English 98%; A-C Mathematics 92% ; A-C Science 100% ○ Year 1-6 English 85% C or better, Mathematics 85% C or better, Science 92% C or better Semester 2 (2019) ○ Year 3-6 ICP (intervention) English 100% C or better, Mathematics 95% C or better, Science 100% C or better Semester 2 (2019) • Comparison: <ul style="list-style-type: none"> ○ Distance travelled compared historically (by student) for same length of teaching time (1 year) ○ Reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain. • Monitoring: <ul style="list-style-type: none"> ○ AC mathematics and Science Scopes & Sequences ○ Norm-referenced diagnostic assessments ○ ICP (Intervention and Enrichment) Case management records ○ School-wide moderation of student work samples to AC standards exemplars

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**Queensland
Government**

Our initiatives include

Initiative	Evidence-base
<p>1. Establish effective pedagogical practices that acknowledge repertoires of practice applied differently for specific purposes:</p> <ul style="list-style-type: none"> • Art and Science of Teaching (ASOT): Successful Learners - Effective Classroom Pedagogy: Use of effective instructional strategies; management strategies; classroom curriculum design strategies including feedback for learning • New Pedagogies for Deep Learning (NPDL): Successful Learners - engage in real world challenges to master and leverage existing content knowledge, making links to reinterpret and create new meaning, using targeted feedback for learning • Age Appropriate Pedagogies (AAP): Successful Learners – engage in quality, scaffolded early childhood education including such actions as modelling, encouraging, questioning, adding challenges, and giving feedback, provide the support needed to extend children’s existing capabilities. • Support quality literacy teaching and feedback for literacy learning in the Early Years (Prep and Year1) • Digital Pedagogies; Successful Learners – Australian Curriculum F-2, 3-4, 5-6 Band Description: Design and Technology; Digital Technologies; Key Competencies as bases for feedback for learning 	<ul style="list-style-type: none"> • Ian Mcshane, Kay Cook, Sarah Sinclair, Georgia Keam & Jane Fry 2016 Centre for Urban Research, Community Playgroup Quantitative Evaluation Report • July 2014, Parent and Community Engagement Framework • Jonathan Anderson, Flinders University (Australia), Tom van Weert, Chair of IFIP Working Party (The Netherlands) UNESCO 2002, Information and Communication Technology in Education • J. Anderson, Flinders University (Australia) Ng Wai-Kong, University Sains (Malaysia) S. Barnhart, Rutgers, the State University of New Jersey (USA) S. Majumdar, National Institute of Technical Teachers’ Training and Research, Kolkata (India) T.A. Koszalka, Syracuse University (USA) Zhu Zhi-ting, College of Educational Sciences, Shanghai (China) UNESCO 2005, Regional Guidelines on Teacher Development for Technology Integration • Marzano Institute Australia 2015, AITSL MAPPING with ASOT • Michael Fullan, 2015 New Pedagogies for Deep Learning A Global Innovation Partnership • Dylan Wiliam, 2009 How Formative Assessment Improves Teacher Effectiveness and Student Learning • Griffith University, <i>Age-appropriate pedagogies for the early years of schooling: Foundation paper</i>, 2014 (The document provides the foundation for the Age-appropriate pedagogies pilot project, funded by the Department of Education and Training) • Organisation for Economic Co-operation and Development (OECD) 2011, <i>PISA in Focus: Do students today read for pleasure?</i> • Shepard, L 2006, 'Creating Coherent Formative and Summative Assessment Practices' <i>Orbit</i> 36(2)
<p>2. Establish effective curriculum development processes, including alignment of Australian Curriculum (AC) with Paradise Point State School TRACKS Curriculum, targeted learning goals, monitoring – mapping – moderating student achievement to support intervention and enrichment through collaborative professional learning</p> <ul style="list-style-type: none"> • Curriculum support role/s • Professional learning facilitation • Extension of Language (Japanese) school-wide, Prep – Year 6; Pilot school for ELLA 2019 • Establish process for identifying and referring students into enrichment program/s 	<ul style="list-style-type: none"> • P-12 Curriculum Assessment and Reporting Framework (CARF) - teach Languages from Years 5 to 8...where possible offer a Languages program from Prep to Year 12 • Lawrence Ingvarson, 2018 Developing a Professional Learning Community • Australian Institute Teaching and School Leadership (AITSL): What is Feedback • Better Teacher Appraisal and Feedback: Improving Performance, Ben Jensen, GRATTAN Institute, 2011 • Moss and Brookhart, 2009 Advancing Formative Assessment in Every Classroom • Early Learning Languages Australia (ELLA Program): develops children’s social, thinking and digital skills...supports their literacy... improve memory and concentration, Australian Government 2018 • Australian Curriculum (AC): Health and Physical Education: ...it is critical for every young Australian to not only be able to cope with life’s challenges but also to flourish as healthy, safe and active citizens in the 21st century.

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	<ul style="list-style-type: none"> • AC: Arts ... involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. • AITSL: Great coaches work with teachers to improve practice and enhance student outcomes. • AC: Personalising learning - opportunities to develop capabilities over time and across learning areas. • AC: Personal and Social Capability • Fujitsu Research Report, The Road to Digital Learning
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Our school will improve student outcomes by

Actions	Costs
<ul style="list-style-type: none"> • Provide transition facilitator 0.2 Full Time Equivalent (FTE) to develop and manage school-based playgroup and community partnerships with 'pre'-school providers and home care families. • Provide Teacher Aide support to assist, develop and manage playgroup (3 hours per week) 	<p>\$ 22 000</p> <p>\$ 6 319</p>
<ul style="list-style-type: none"> • Support Prep and Year 1 teachers provide differentiated/personalised learning to achieve literacy (reading) and numeracy (number) learning goals identified through monitoring, mapping and moderating performance to AC standards as bases for feedback for learning through the implementation of the AC Numeracy and Literacy Progressions. 	\$24 000
<ul style="list-style-type: none"> • Provide Deputy Principal (0.3 FTE) tasked to facilitate and lead the implementation effective pedagogical practices re: NPDL and digital pedagogies through professional learning, coaching and use of formative assessment strategies to enhance feedback for learning • Continue to build teacher capability through regional network and subscription to global learning hub for NDPL 	<p>\$ 43 000</p> <p>\$ 1 000</p>
<ul style="list-style-type: none"> • Provide Professional Learning opportunities for teachers to work cooperatively in pairs or teams facilitated by Head of Curriculum. • Provide Professional Learning opportunities for teachers to work with Inclusion Support staff and Head of Special Education Services to facilitate improved inclusive practices and application of differentiated strategies aligned to the Australian Curriculum • Implement higher order thinking through cultural and creative enrichment through provision of Arts and Language (P-Year 6) (0.2 FTE) 	<p>\$ 47 000</p> <p>\$ 24 000</p> <p>\$ 23 500</p>
<ul style="list-style-type: none"> • Provide additional Guidance Officer services to facilitate identification of students to be referred to and included in targeted enrichment programs including feedback for learning (0.2 FTE) • DET Staff Well-Being Framework; Wheel of Well-Being (0.36 AO3 FTE) • Australian Student Well-Being Framework; Wheel of Well-Being (0.08 TA FTE) 	<p>\$ 27 000</p> <p>\$ 1 000</p> <p>\$ 5 500</p>



Margie Burrell
Principal
Pacific Paradise State School



Tony Cook
Director-General
Department of Education

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