

# Investing for Success

Under this agreement for 2021

Park Lake State School will receive

**\$308,188\***

## This funding will be used to:

Target	Measures
1. Improve Teaching Quality and Pedagogy	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ Improved alignment of LOA data to standardised assessment results</li> <li>○ Improved knowledge, understanding and clarity of P-10 Australian Curriculum Content Descriptions and achievement standards through collaborative learning conversations</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Staff feedback on relevance and impact of professional learning</li> <li>○ Student engagement and behaviour monitored as new teaching strategies applied</li> <li>○ Case management records</li> <li>○ Student work samples.</li> </ul> </li> </ul>
2. Improve student achievement in English and Mathematics	<ul style="list-style-type: none"> <li>• Baseline/endpoint LOA data:               <ul style="list-style-type: none"> <li>○ 85% of students achieving a C or better in English</li> <li>○ 40% of students achieving an A or B in English</li> <li>○ 90% of students achieving a C or better in Mathematics</li> <li>○ 45% of students achieving and A or B in Mathematics</li> </ul> </li> <li>• Baseline/endpoint English NAPLAN data:               <ul style="list-style-type: none"> <li>○ 95% of students achieving NMS in NAPLAN in Yr 3 and Yr 5 Reading and Writing</li> <li>○ &gt;45% of students achieving U2B in Year 3 NAPLAN Reading and Writing</li> <li>○ &gt;35% of students achieving U2B n Year 5 NAPLAN Reading and Writing</li> </ul> </li> <li>• Baseline/endpoint Mathematics NAPLAN data:               <ul style="list-style-type: none"> <li>○ 95% of students achieving NMS in NAPLAN in Yr 3 and Yr 5 Number</li> <li>○ &gt;35% of students achieving U2B in Yr 3 and Yr 5 NAPLAN Number</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Closing the GAP in Reading for Aboriginal and/or Torres Strait Islanders students and Students with Disabilities with their peers.</li> <li>○ Teacher planning documents</li> <li>○ Early Start Tracking</li> <li>○ English A–E data</li> <li>○ Collaborative Learning Conversations – data discussions, feedback and tracking of student improvement</li> </ul> </li> </ul>



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## Our initiatives include

Initiative	Evidence-base
<p>1. Implement Collaborative Learning Conversations as a vehicle to:</p> <ul style="list-style-type: none"> <li>• Improve the data literacy of teaching staff</li> <li>• using data to inform differentiated teaching and learning</li> <li>• improve alignment and consistency of pedagogical practices</li> <li>• implement Case Management structures to focus on improvement for groups of students</li> </ul>	<ul style="list-style-type: none"> <li>• DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i> Hawker Brownlow Education, Victoria.</li> <li>• DuFour, R and Fullan, M 2013 <i>Cultures built to last: systemic PLCs at Work</i> Hawker Brownlow Education, Victoria.</li> <li>• Sharratt, L, &amp; Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, US</li> </ul>
<p>2. Provide targeted and differentiated professional development and coaching to deepen self efficacy:</p> <ul style="list-style-type: none"> <li>• WOW opportunities</li> <li>• Whole School PD plan</li> <li>• Mentoring time built within school timetable</li> <li>• Coaching development for key staff across the school to support all</li> </ul>	<ul style="list-style-type: none"> <li>• City, E, Elmore, R, Fiarman, S &amp; Teitel, L 2016, <i>Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning</i>, Harvard Education Press, UK</li> <li>• Buffum, Erkens, Hinman, Huff, Jessie, Martin, Mattos, Muhammad, Noonan, Parscale, Twadell, Westover, Williams 2009 <i>The Collaborative Administrator: Working Together as a Professional Learning Community</i>, Hawker Brownlow Education, Victoria</li> <li>• Marzano, R &amp; Simms, J 2013 <i>Coaching Classroom Instruction</i> Marzano Research Laboratory.</li> <li>• Muhammad, A 2009 <i>Transforming School Culture: How to Overcome Staff Division</i> Hawker Brownlow Education, Victoria</li> </ul>
<p>3. Provide Intensive support for students through a layered whole school approach to intervention and enrichment:</p> <ul style="list-style-type: none"> <li>• Co-teaching focus</li> <li>• Revision of inclusion model</li> <li>• Focus on intervention and enrichment in planning and collaborative learning conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Marzano, R 2012 <i>Becoming a Reflective Teacher</i> Hawker Brownlow Education, Victoria</li> <li>• Tomlinson, C 2014 <i>The Differentiated Classroom: Responding to the Needs of All Learners</i>, Hawker Brownlow Education, Victoria</li> </ul>



### Our school will improve student outcomes by:

Actions	Costs
Providing release for teachers to engage in Collaborative Learning Conversations (CLC's). Conversations to be lead by HOC, YLL and DP with a focus on pedagogy and use of student data to track learning and growth. (Employ additional 2.0 FTE to enable release).	\$87 395
Provide professional development through coaching, mentoring, data conversations and WOW opportunities to raise pedagogical practices and support improved learning outcomes for students. (Employ additional FTE enable release –contracts)	\$71 565
Employ additional SLP (0.2) FTE to support speech and language development across the school, with a specific focus on early years	\$20 000
Employ additional FTE to provide additional staffing to enable co-teaching partnerships, with the purpose of building every teachers capacity to be an intervention teacher – linked to the Leading Learning Collaborative approach. This may include case management release time	\$114, 615
Purchase of resources to support building teacher knowledge in regards to the work of the Leading Learning Collaborative – professional reading material	\$14, 613



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Director-General  
Department of Education



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