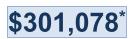
Investing for Success

Under this agreement for 2022 Park Lake State School will receive



This funding will be used to:

Target	Measures		
1. Improve Teaching Quality and Pedagogy	 Baseline/endpoint: Improved alignment of LOA data to standardised assessment results Improved knowledge, understanding and clarity of P-10 Australian Curriculum Content Descriptions and achievement standards through collaborative learning conversations Monitoring: Staff feedback on relevance and impact of professional learning Student engagement and behaviour monitored as new teaching strategies applied Case management records Student work samples. 		
2. Improve student achievement in English and Mathematics	 Baseline/endpoint LOA data: 85% of students achieving a C or better in English 40% of students achieving an A or B in English 95% of students achieving a C or better in Mathematics 45% of students achieving and A or B in Mathematics Baseline/endpoint English NAPLAN data: 95% of students achieving NMS in NAPLAN in Yr 3 and Yr 5 Reading and Writing >45% of students achieving U2B in Year 3 NAPLAN Reading and Writing >40% of students achieving U2B n Year 5 NAPLAN Reading and Writing >40% of students achieving U2B n Year 5 NAPLAN Reading and Writing Baseline/endpoint Mathematics NAPLAN data: 95% of students achieving U2B n Year 5 NAPLAN Reading and Writing >45% of students achieving U2B in Yra 3 and Yr 5 NAPLAN Reading and Writing Baseline/endpoint Mathematics NAPLAN data: 95% of students achieving U2B in Yr 3 and Yr 5 NAPLAN Number > > > > > Baseline/endpoint Mathematics NAPLAN data: 95% of students achieving U2B in Yr 3 and Yr 5 NAPLAN Number > > <!--</td-->		





Our initiatives include:

Enderse here				
Initiative 1. Implement Collaborative Learning Conversations as a vehicle to: • Improve the data literacy of teaching staff • using data to inform differentiated teaching and learning • improve alignment and consistency of pedagogical practices (Park Lake State School Powerful practices) • Tracking and monitoring of target students through a case management lens to focus on improvement for individual students, leading to improvement for groups of students	 Evidence-base DuFour, R and DuFour, R 2012 The School Leader's Guide to Professional Learning Communities at Work Hawker Brownlow Education, Victoria. DuFour, R and Fullan, M 2013 <i>Cultures built</i> <i>to last: systemic PLCs at Work</i> Hawker Brownlow Education, Victoria. Sharratt, L, & Fullan M, 2012 <i>Putting FACES</i> <i>on the Data: What Great Leaders Do!</i>, Corwin, California, US 			
 2. Provide targeted and differentiated professional development and coaching to deepen self efficacy: WOW opportunities Whole School PD plan Mentoring time Coaching development for key staff across the school to support all Opportunities for 1-1 coaching through self-nomination (more intense approach through qualified neuroscience coaching) 	 City, E, Elmore, R, Fiarman, S & Teitel, L 2016, Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning, Harvard Education Press, UK Buffum, Erkens, Hinman, Huff, Jessie, Martin, Mattos, Muhammad, Noonan, Parscale, Twadell, Westover, Williams 2009 The Collaborative Administrator: Working Together as a Professional Learning Community, Hawker Brownlow Education, Victoria Marzano, R & Simms, J 2013 Coaching Classroom Instruction Marzano Research Laboratory. Muhammad, A 2009 Transforming School Culture: How to Overcome Staff Division Hawker Brownlow Education, Victoria 			
 3. Provide Intensive support for students through a layered whole school approach to intervention and enrichment: Co-teaching focus Revision of inclusion model Focus on intervention and enrichment in planning and collaborative learning conversations 	 Marzano, R 2012 Becoming a Reflective Teacher Hawker Brownlow Education, Victoria Tomlinson, C 2014 The Differentiated Classroom: Responding to the Needs of All Learners, Hawker Brownlow Education, Victoria Sharratt, L 2019 Clarity: What Matters Most in Learning, Teaching and Leading, Corwin, USA 			





*Funding amount estimated on 2021 data. Actual funding will be determined after 2022 enrolment data are finalised. Actual expenditure may vary due to changes in finalised 2022 enrolment data and student learning needs.

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 1.00 FTE to enable release).	\$87 800		
Provide professional development through coaching, mentoring, data conversations and WOW opportunties to raise pedagogical practices and support improved learning outcomes for students. (Employ additional 0.8 FTE enable release –contracts)	\$93 200		
Employ additional SLP (0.2) FTE to support speech and language development across the school, with a specific focus on early years intervention	\$22 900		
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.	\$87 800		
Purchase of resources to support building teacher knowledge in regards to the work of the Leading Learning Collaborative – professional reading material	\$9 378		

Ursula Carty Principal Park Lake State School

Michael De'Ath Director-General Department of Education





*Funding amount estimated on 2021 data. Actual funding will be determined after 2022 enrolment data are finalised. Actual expenditure may vary due to changes in finalised 2022 enrolment data and student learning needs.