

# Investing for Success

Under this agreement for 2019  
Pimpama State Secondary College will receive

**\$616, 244\***

This funding will be used to

| Target   | Measures  |
|--|---|
| 1. Improve the reading comprehension skills of all students by 2020. | <ul style="list-style-type: none"> <li>• <b>Baseline/endpoint</b> <ul style="list-style-type: none"> <li>○ Semester 2 English, Science and History A–E data tracking 2019 Year 7 - 10 students until 2020</li> <li>○ Year 7 NAPLAN Reading 2018 to Year 9 NAPLAN Reading 2020 for matched students.</li> <li>○ Pat-R tests February – September Years 7 – 8 2019 to 2020</li> </ul> </li> <li>• <b>Comparison:</b> <ul style="list-style-type: none"> <li>○ English, Science and History %A, %B and %C or better</li> <li>○ Year 7- Year 9 Reading NAPLAN relative gain</li> <li>○ Similar Queensland State Schools (SQSS).</li> </ul> </li> <li>• <b>Monitoring:</b> <ul style="list-style-type: none"> <li>○ P–10 Literacy Continuum (reading) used to monitor progress and plan for next steps in student learning.</li> <li>○ School Opinion Survey S2049 ↑90% of students agree my English skills are being developed at this school</li> <li>○ Teacher planning includes evidence of differentiated teaching and learning of reading and use of TTR strategies.</li> </ul> </li> </ul>  |
| 2. Improve the writing skills of all students by 2020.               | <ul style="list-style-type: none"> <li>• <b>Baseline/endpoint</b> <ul style="list-style-type: none"> <li>○ Semester 2 English, Science and History A–E data tracking 2019 Year 7 - 10 students until 2020</li> <li>○ Year 7 NAPLAN Reading 2018 to Year 9 NAPLAN writing 2020 for matched students.</li> </ul> </li> <li>• <b>Comparison</b> <ul style="list-style-type: none"> <li>○ Quality of student responses to formative and summative assessment tasks leading to improved %A-C data and %A-B.</li> <li>○ Year 7 – 9 NAPLAN Writing relative gain</li> <li>○ Similar Queensland State Schools SQSS</li> <li>○ QCS writing task mean 2018 – 2019</li> </ul> </li> <li>• <b>Monitoring</b> <ul style="list-style-type: none"> <li>○ P–10 Literacy Continuum (writing) used to monitor progress and plan for next steps in student learning.</li> <li>○ Teacher planning includes evidence of differentiated teaching and learning of writing and Reading to Respond.</li> <li>○ Sustained writing practice in classrooms is observed through informal classroom walk-throughs and and observation processes.</li> </ul> </li> </ul> |

\* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



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| <p>3. On going professional development for teachers to better support all students and develop supportive and inclusive classroom environments.</p> | <ul style="list-style-type: none"> <li>• <b>Baseline/endpoint</b> <ul style="list-style-type: none"> <li>○ Student attendance data/ term 2019-2020.</li> <li>○ Incident referral 'bullying/harassment/term 2019/2020.</li> <li>○ School Opinion Survey (SOS) 2018-2020 responses to student wellbeing.</li> </ul> </li> <li>• <b>Comparison</b> <ul style="list-style-type: none"> <li>○ ↑ in student satisfaction responses to wellbeing 2018 to 2019 SOS</li> <li>○ ↓ in incident referral 'bullying/harassment/term 2018 – 2019</li> <li>○ Attendance semester comparison 2018-2019</li> </ul> </li> <li>• <b>Monitoring</b> <ul style="list-style-type: none"> <li>○ Behaviour Incident Referral report, Behaviour Monthly Statistics report.</li> <li>○ Stymie notifications</li> <li>○ Absence Details report</li> </ul> </li> </ul> |
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### Our initiatives include

| Initiative  | Evidence Base  |
|---|--|
| <p>Review and implement a school wide wellbeing framework and begin the implementation of the Berry Street Education Model (BSEM)</p> | <ul style="list-style-type: none"> <li>• Chapter 5: Building Positive Relationships with Troubled Students "How the Brain Influences Behaviour; Management Strategies for Every Classroom' David A Sousa, Corwin Press.</li> <li>• Comprehensive classroom management; creating communities of support and solving problems, 9th ed. (2010). Jones, Vernon F.; Jones, Louise S. Pearson/Merrill Publishers</li> <li>• Berry Street Childhood Institute<br/><a href="https://www.childhoodinstitute.org.au/focus-areas/berry-street-education-model">https://www.childhoodinstitute.org.au/focus-areas/berry-street-education-model</a></li> </ul>  |
| <p>Student Managers on each year level cohort</p>   | <ul style="list-style-type: none"> <li>• 'The Effects of School-Based Mentoring on Student Achievement For Junior High School Students'. Bradley Michael Schnautz. Texas A&amp;M University December 2014</li> </ul>   |
| <p>Continue implementation of Tactical Teaching of Reading PD for all teachers.</p>   | <ul style="list-style-type: none"> <li>• Palm Beach-Currumbin State High School: A leader in literacy. Tactical Steps Education<br/><a href="http://www.tacticalsteps.com/images/tt/case_studies/palm_beach_currumbin_state_high_school.pdf">http://www.tacticalsteps.com/images/tt/case_studies/palm_beach_currumbin_state_high_school.pdf</a></li> <li>• Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc">http://ies.ed.gov/ncee/wwc</a>.</li> </ul> |
| <p>Employment of Industry Liaison Officer to secure SAT's</p>   | <ul style="list-style-type: none"> <li>• <b>Advantages of school-based apprenticeships and traineeships (SATs) Qld Government</b><br/><a href="https://training.qld.gov.au/apprenticeshipsinfo/school-based/advantages">https://training.qld.gov.au/apprenticeshipsinfo/school-based/advantages</a></li> </ul>   |
| <p>Support equitable access to learning by reducing costs of excursions and co-curricular events.</p>                                 | <ul style="list-style-type: none"> <li>• <b>Poverty and Education</b> Servaas van der Berg. The International Academy of Education 2008 Paris, France.</li> </ul>  |

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## Our school will improve student outcomes by

| Actions   | Costs          |
|---|----------------|
| Professional development for key staff to develop wellbeing framework focusing on building learning communities in the classroom. | 15 000         |
| Professional development for early career teachers – Essential Classroom Management   | 4 744          |
| Purchase of 5FTE additional staff to support the implementation of five Student Advisors.   | 405 000        |
| Implementation of BSEM including costs for replacement of teaching staff  | 35 000         |
| Train additional 25 teachers in Tactical Teaching of Reading program  | 1 000          |
| Purchase of additional 0.5FTE teacher to coach/mentor teachers in delivering TTR strategies in the classroom.                     | 45 000         |
| Employment of Industry Liaison Officer to secure traineeships, work experience and apprenticeships for students.                  | 63 000         |
| Contribution to purchase of 25 seater school bus to reduce educational costs for excursions and co-curricular events.             | 48 000         |
| On-going release for teachers to develop unit 3 and 4 curriculum supporting new senior curriculum                                 | 10 000         |
| <b>Total</b>  | <b>616 422</b> |

  
**John Thornberry**  
 Principal  
 Pimpama State Secondary College

  
**Jennifer Brookes**  
 School council chair  
 Pimpama State Secondary College

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**Queensland  
Government**