

Investing for Success

Under this agreement for 2021
Pimpama State Secondary College will receive

\$724,249*

This funding will be used to

Target	Measures
Continue to promote and develop policies, practices and programs that remove barriers and ensure equitable access to curriculum and learning within our school community.	<ul style="list-style-type: none"> No difference between the attendance rates of indigenous and non-indigenous students. The percentage of disciplinary absences for indigenous students is the same or better than the percentage of non-indigenous students 95% of students respond satisfactorily to School Opinion Survey question: I feel accepted by other students at my school. 100% of teachers understand their role in providing equitable access to successful learning outcomes for every student. Next Steps data indicates 100% of Year 12 graduates accessed successful post-schooling pathways
Continue the professional learning program to facilitate the implementation of The New Art & Science of Teaching (NASOT).	<p>90% of teachers agree:</p> <ul style="list-style-type: none"> I receive useful feedback about my work My school encourages coaching and mentoring activities. Staff at my school are actively involved in the APDP <p>90% of parents agree:</p> <ul style="list-style-type: none"> My child's learning needs are being met. The school works with me to support my child's learning. Teachers provide me with useful feedback about my child's progress. <p>90% of students agree:</p> <ul style="list-style-type: none"> I understand how I am being assessed. My teachers clearly explain what is required in my school work. My teachers help me with school work when I need it All teachers have engaged with professional learning, coaching and mentoring to implement The New Art & Science of Teaching to ensure consistency of language and practice in every classroom. <p>A-C percentage target for all classes is 85%</p>
Improving student ability to effectively communicate through the mediums of written text, oral and visual language and self-expression.	<ul style="list-style-type: none"> Year 7 reading mean scale score improves to 540 and writing to 510. Year 9 reading mean scale score improves to 565 and writing to 520. 90% of students agree that my English skills are being developed at this school (S2049). 35% A-B in subjects years 7 – 10 A-B% in general and applied subjects similar to state A-B%



**Queensland
Government**

Our initiatives include

Initiative	Evidence Base
Student Managers on each year level cohort	<ul style="list-style-type: none"> 'The Effects of School-Based Mentoring on Student Achievement For Junior High School Students'. Bradley Michael Schnautz. Texas A&M University December 2014
Review and implement a school wide wellbeing framework providing a range of support and intervention programs and building a community of learners in the classroom.	<ul style="list-style-type: none"> Chapter 5: Building Positive Relationships with Troubled Students "How the Brain Influences Behaviour; Management Strategies for Every Classroom' David A Sousa, Corwin Press. Comprehensive classroom management; creating communities of support and solving problems, 9th ed. (2010). Jones, Vernon F.; Jones, Louise S. Pearson/Merrill Publishers
Employment of Industry Liaison Officer to secure SAT's	<ul style="list-style-type: none"> Advantages of school-based apprenticeships and traineeships (SATs) Qld Government https://training.qld.gov.au/apprenticeshipsinfo/school-based/advantages
Supportin Primary to Secondary School Transitions	<ul style="list-style-type: none"> MANAGING THE MOVE Coffey, A. (2009). Managing the move. <i>ResearchOnline@ND</i>, University of Notre Dame Australia http://researchonline.nd.edu.au/cgi/viewcontent.cgi?article=1047&context=edu_article NSW PUBLIC SCHOOLS: PRIMARY TO SECONDARY TRANSITION SUPPORT MATERIALS http://www.schools.nsw.edu.au/gotoschool/highschool/transitions/index.php
Continue to develop the capability of staff to help the school meet strategic priorities	<ul style="list-style-type: none"> Is your planning inclusive? The Universal Design for Learning framework for an Australian context. Dr Matt Capp, Education Officer: Inclusive Education, Brisbane Catholic Education, University of Southern Queensland The New Art & Science of Teaching. Marzano R.J. 2017 Comprehensive classroom management; creating communities of support and solving problems, 9th ed. (2010). Jones, Vernon F.; Jones, Louise S. Pearson/Merrill Publishers
Resourcing of literacy intervention programs	<ul style="list-style-type: none"> Widening gaps: What NAPLAN tells us about student progress. Grattan Institute 2016

Our school will improve student outcomes by

Actions	Costs
Online learning support coordinator 0.5FTE	45 000
Purchase of 5.0FTE additional staff to support the implementation of five Student Advisors.	450 000
Purchase of additional 1.0FTE teacher to support intervention program in reading.	90 000
Employment of Industry Liaison Officer to secure traineeships, work experience and apprenticeships for students.	63 000
Employment of Entrepreneur in Residence to support 21 st century learning skills	20 000
Speech Language Therapist 1 day per week	22 500
Employment of Chaplain 1 day per week	14 500
Primary to High School Transitions	20 000
Total	725 000





Principal name
Principal
School name

Tony Cook
Director-General
Department of Education



**Queensland
Government**