

Investing for Success

Under this agreement for 2021
Victoria Point State High School will receive

\$506 421.00*

This funding will be used to

Effective Pedagogical Practices

- develop teacher knowledge and understanding of metacognition (own and others) within a schema of teaching for thinking
- model Explicit Teaching and teaching explicitly to contextualise language, skills and behaviours as part of curriculum delivery in the classroom
- model an inquiry approach to teaching and learning to foster cognitively complex learning experiences
- develop feedback cycles to establish and reinforce a link from teaching/learning to curriculum and assessment
- develop the teaching and learning embedded within the Deep Learning Project – STEM

Systematic Curriculum Delivery

- provide targeted professional development and coaching to deepen teachers' understandings of the Australian Curriculum and new senior syllabus through collaborative teacher meetings
- develop teacher knowledge and understanding of the learning continuum to identify patterns of cognitive skills
- develop a shared understanding of 'data literacy' and support teachers and leadership teams to effectively use data to inform targeted teaching
- develop teachers capability to teach digital technology with a focus on the implementation of Daymap
- develop teacher capability with respect to designing curriculum-aligned assessment tasks
- continue the case management approach to students who are on a QCE or QCIA pathway
- continue an interdisciplinary case management approach to supporting students at risk of leaving school before Year 12
- develop a whole school approach for the identification, extension and intervention of students through specialist programs and curriculum enhancement

A Culture of Learning (PB4L Classroom)

- implement a school wide team based approach to promoting positive behaviour and student success
- continue to develop a shared understanding of the school's expectations, rewards and consequences
- maintain and extend a common language around the implementation of PB4L
- provide targeted professional development to the school community
- develop positive relationships through the PB4L classroom
- implement a school-wide model for the explicit teaching of expected behaviours

Expert Teaching Team

- use the APDP process to determine individualised goals for teachers to increase their capability in the areas of curriculum delivery, pedagogical practices and PB4L
- implement the school's Professional Development Plan through the collegial engagement model for teaching and learning with a focus on high yield strategies to evidence the school's Explicit Improvement Agenda
- implement the collegial engagement model to provide staff with opportunities to engage with Peer-To-Peer Observations, Learning Walks, Instructional Rounds, Videos of Practice and Instructional Coaching

*Funding amount estimated on 2020 data. Actual funding will be determined after 2021 enrolment data are finalised. Actual expenditure may vary due to changes in finalised 2021 enrolment data and student learning needs.



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Our initiatives include

Effective Pedagogical Practices

- provide professional development opportunities to management, specialist staff and teaching staff to engage with effective pedagogical practices underpinned by the schools Explicit Improvement Agenda
- develop and implement a 'whole school approach to pedagogy using a range of inquiry strategies - cognitive skills, content, virtues and values
- partner with local university staff whose area of professional expertise is 'critical thinking'
- implement a collaborative reasoning approach to teaching and learning within the Academic Program of Excellence and identified faculties

Systematic Curriculum Delivery

- provide opportunities for teachers to engage in CTMs to facilitate professional dialogue for teaching, learning and assessment, led by subject leaders and Heads of Department
- develop and maintain an active curriculum map as a live reference
- develop teacher knowledge and understanding of the P-10 Australian Curriculum content descriptions and achievement standards by designing and supporting processes for robust intra-school and inter-school moderation
- develop teacher knowledge and understanding of the New Senior Syllabus and Assessment by designing and supporting processes for robust intra-school and inter-school professional development and school on-going implementation
- provide intensive support for students demonstrating high levels of achievement through engaging external providers and providing focused support programs implemented through professional development of staff, parents and students
- continue Catch-Up Literacy and Numeracy programs for identified students in the lower 5%, years 7-9 and continued reading intervention for targeted students, year 7
- review targeted curriculum programs for students identified at below foundation level – ACARA and prioritise actions using the school improvement data cycles
- release Queensland Certificate of Education (QCE) case managers to facilitate the strategic review of QCE attainment data and to generate individualised support plans for all at-risk students
- engage all staff in professional development Information Technology priorities

A Culture of Learning (PB4L Classroom)

- provide professional development opportunities to management, specialist staff and teaching staff to engage with a school wide implementation of PB4L
- embed an explicit behaviour pathway ensuring all staff engage with the critical routines
- maintain school and community based programs aimed at targeted support and intervention of identified students with high levels of behavioural needs and low levels of attendance
- maintain of a school based rewards program to create a positive school culture
- engage in collaborative data inquiry, action learning, classroom visits and professional conversations through the collegial engagement model

Expert Teaching Team

- Provide opportunities for professional dialogue to enable delivery of school improvement priorities through CTMs, supported by subject leaders and Heads of Department
- engage the services of a teacher mentor to provide opportunities for voluntary teaching staff to embed best practice for instruction and effect through evidence based elements
- engage the services of a HOD mentor to work with Heads of Department to develop pedagogical expertise through instructional leadership
- provide TRS to enable teachers/leaders to engage in collegial engagement model to support evidence of the school's Professional Development Plan

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Our school will improve student outcomes by

Effective Pedagogical Practices

Costs \$52 868.00

- Learning Mentor for instructional improvement through an evidence based pedagogical framework – including instructional rounds and classroom visits
- Professional Development - Effective Pedagogical Practices, NPDL
- M in STEM Professional Development

Expert Teaching Team

Costs \$171 601.00

- Professional Development - The University of Queensland Aspiring Thinkers
- HOD Mentor – leading system and pedagogical change
- Beginning Teacher Mentor
- New Pedagogies for Deep Learning - Facilitator Training
- Professional Development - School Improvement Priority Days
- Professional Association Memberships

A Culture of Learning (PB4L Classroom)

Costs \$93 287.00

- Professional Development – Connect Café'
- Professional Development – PB4L Classroom New and Beginning Teachers
- Professional Development – EIA - School Improvement
 - Development and Implementation PB4L
 - Feedback Cycles (data driven)
 - LEAP
 - Targeted Behaviour Support Program - Education Support Officer
- Youth Support Worker – PB4L, School and Community Based Programs
- Student Matters Days – Student Engagement
- School Wide Rewards Program - VIVO

Systematic Curriculum Delivery

Costs \$188 665.00

- Information, Technology Software aligned to School Improvement Priorities
 - TrackEd
 - Literacy and Numeracy Diagnostic (PATM, PATR, BKSB)
 - Daymap
 - Click View, Oliver, Adobe CC
 - Manga High
 - Education Perfect
 - PMED
 - Fuji Xerox Filing Software – QCAA Student Assessment
- Literacy and Numeracy Intervention – Education Support Staff
- Technology Hardware for Curriculum Implementation - STEM
- Student Performance
 - Elevate Education
 - ASDAN
 - Student Leadership Initiatives

TOTAL: \$ 506 421.00



Scot Steinhardt

Principal
Victoria Point State High School



Tony Cook
Director-General
Department of Education

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