

Investing for Success

Under this agreement for 2017 Pialba State School will receive

\$293,400*

This funding will be used to

Culture of high expectation and growth.

Promote a culture of high expectations where all students can learn and teachers can teach through the implementation of Positive Behaviour for Learning.

Explicitly teach our behaviour curriculum to all stakeholders.

National Curriculum.

Through scheduled professional learning build teacher confidence, understanding and knowledge of the expectations of the National Curriculum and how it translates into the classroom.

Literacy & Numeracy

Embed a balanced Reading program in every classroom at Pialba State School.

Engaging students in Numeracy and building teacher pedagogical knowledge to address misconceptions.

Continue to explicitly develop learning goals with students and a feedback cycle to move students from surface level knowledge to transferable knowledge.

Leadership

Every person at Pialba is a leader. Harness the collective genius of the community to develop a clear vision and to have buy in from all sectors by using approaches that encourage ideas from staff, students and community.

Our initiatives include

Implementation of the Positive Behaviour for Learning framework where every classroom is explicitly teaching for improved behaviour and students are acknowledged for their behaviour choices.

Support staff to enact the behaviour curriculum through the appointment of a Lead Teacher Positive Behaviour for Learning to lead the processes, provide timely and constructive feedback and to celebrate the milestones achieved by staff.

Scheduled planning and moderation of units of work that are collaboratively planned, implemented, reviewed (high yield strategies) and moderated. Feedback for Differentiated Learning that includes a coaching program for teachers focussing on planning for effective feedback that closes the gap between where students are now in their learning and where they need to be; and assessment of the teacher's teaching practices and pedagogy.

Coaching for teachers and teacher aides in the school wide Balanced Reading Program with a heavy emphasis on explicit teaching of Reading comprehension strategies, specifically identified through cyclic data analysis.

Professional development with staff at data meeting on data analysis (PM, SSP, Probe and NAPLAN), and pedagogies to grow learning at surface, deep and transfer levels.

Professional development (Changemakers, Queensland Education Leadership institute and local cluster groups) to develop action plans to grow leadership within the school. Feedback from external validators to 'check in' perceptions.

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Our school will improve student outcomes by

Funding the purchase of a Lead Teacher for leading the development of the behaviour curriculum. Operation of the Management of Young Children's Program (MYCP) to support families with red zone students.	\$43,000
Funding the purchase of a curriculum leader to work with Head of Curriculum National Curriculum and staff to plan sequential student learning aligned to the intent of the National Curriculum. Funding teacher release for developing surface knowledge of the NC, leading to a deepening knowledge and sharing pedagogies that promote learning.	\$80,000
Employment of additional teacher aides to target improved literacy for ALL students. Working with Speech Language Pathologist to analysis of SSP to measure improved results early reading classes and spelling Revamping the Home Reading Program through the purchase of new resources and incentives for growth and achievements.	\$143,400
Numeracy team to attend professional development enabling growth within their Professional Learning Communities through sharing of resources and knowledge and modelling when requested. Purchasing a range of resources guide teachers to have students to 'think aloud' how they are solving mathematical challenges and to hear misconceptions and correct in a timely manner.	\$9,000
Funding professional development and work shadowing of highly efficient leadership teams. Reflective practices. Purchasing of an external validator for 'check in time' to test perceptions.	\$18,000

J Robinson

Judy Robinson
Principal
Pialba State School



Dr Jim Watterston
Director-General
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