

Investing for Success

Under this agreement for 2019
Whites Hill State College will receive



\$277,690*

This funding will be used to support High Expectations in Quality Teaching

P-12 Pedagogical Framework Strategy

Target	Measure
100% Teachers / Teacher aides engaged in pedagogy professional learning	School Opinion Survey (SOS) Data – Staff have access to quality professional learning 2018 - 87.9% to 2019 - 90%
Staff work as one team to deliver improved student outcomes	SOS Data – 2018 – 94.2, 2019 – 98%

Collaborative Expertise Strategy

Target	Measure
100% Teachers engaged in Collaborative practice to improve teacher data and Australian Curriculum assessment confidence: Four Phases of Moderation Collaboration Know Our Learners Collaboration	2018 Whole of College A-C 89% to 2019 Whole of College A-C 95% 2018 Whole of College A-B 45% to 53.3% to 2019 Whole of College A-B 55%

Personalised Learning P-12

Target	Measure
Authentic, engaged and positive Teacher – Student Relationships Increase in one on one opportunities for interaction and feedback 100% data Informed practice	SOS Student – this is a good school 80% 2019 SOS Student – my teacher cares about me 90% 2018 1x composite primary class: none in 2019 2018 3x cohort classes in 7,8,9 2019 4 classes

Our initiatives include

Initiative	Evidence - base
P-12 Pedagogical Framework Strategy * Develop and implement a WOC Professional Learning Plan reflective of the Pedagogical Framework principles * Embed our core Pedagogical Framework principles of High Expectations and Authentic Relationships	Fisher, D, Frey, N & Hattie, J 2016 <i>Visible Learning for Literacy</i> , Corwin, California, USA pp 11-14 Teacher credibility and Teacher-student relationships and their impact on student achievement (effect size) Open Ideas at Pearson Series June 2015, J. Hattie, <i>What Works Best in Education: The</i>

* 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.



<p>Collaborative Expertise Strategy</p> <p>*Professional learning communities engage in planned teacher collaboration to discuss learners, share strategies, and develop curriculum and assessment knowledge through the four phases of moderation to build teacher efficacy.</p>	<p><i>Politics of Collaborative Expertise.</i></p> <p>Fullan, M & Sharatt, L 2012 <i>Putting the Faces on the Data</i>. Chapter 4 Making it Work in Practice-Instruction. Corwin, California, USA pp.94-150</p>
<p>Personalised Learning P-12 Strategy</p> <p>* Teachers utilise student data and progress tracking to know each learner and differentiate learning.</p> <p>* Additional teachers are employed to lower class sizes allowing for teachers to spend more time with each student and develop strong teacher – student relationships.</p>	<p>The Positive Times; Positive Education for Positive Schools. September 23, 2013, Adolescent Learning. A. Fuller (online)</p>

Our school will improve student outcomes by

Actions	Costs
<p>Providing Head of Department (HOD) / Head of Curriculum (HOC) Professional Learning and Well-being staff: design and deliver:</p> <p>* design and deliver in-house professional learning programs</p> <p>* engage external expertise for professional learning</p> <p>* establish and support professional learning communities</p>	<p>2 x Professional Learning and Well-being classified officers \$78, 690</p>
<p>Providing additional teachers to lower class sizes in primary and junior secondary classes</p>	<p>2 x 1 FTE primary and secondary teacher \$162, 000</p>
<p>Providing additional administrative resources to support data informed teaching practice</p>	<p>1 x 1 FTE A02 administrative support \$37, 000</p>



Melanie Harth-Swain
Principal
Whites Hill State College



Tony Cook
Director-General
Department of Education

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