

Investing for Success

Under this agreement for 2022
Victoria Point State High School will receive

\$504,951*

This funding will be used to

Ensure that “**Every Student Succeeding**” is reflected in the school’s vision of Learn, Think and Perform through the school’s values of Respect, Integrity and Responsibility.

Ensure effective **Pedagogical Practices** develop teacher knowledge and understanding of metacognition (own and others) within an NASOT framework in order to teach explicitly inquiry strategies as well as, contextualised language, skills and behaviours as part of curriculum delivery in the classroom for improved student outcomes.

Ensure systematic **Curriculum Delivery** provides targeted professional development and coaching to deepen teachers’ understandings of the Australian Curriculum and senior syllabus.

Ensure a **Culture of Learning (PB4L Classroom)** is implemented through a school wide team based approach to promoting positive behaviour and student success.

Ensure an **Expert Teaching Team** is developed through the collegial engagement model for teaching and learning with a focus on high yield strategies to evidence the school’s Explicit Improvement Agenda.

Ensure strategies to support the percentage of students achieving a “C” standard or above in English, Maths and Science is above 80%.

Maintain and increase the percentage of students in the upper two band of NAPLAN.

Support students not meeting NMS in NAPLAN.

Ensure % of students reaching above 90% attendance and accessing enrichment activities.

Our initiatives include

Implement collaborative data inquiry process (to build teachers’ ability to interpret data, identify and scale-up effective teaching practices and differentiate effectively).

Engage a Learning Mentor to develop teacher knowledge and understanding of metacognition (own and others) within a schema of teaching and learning.

Provide professional development opportunities to management, specialist staff and teaching staff to engage with effective pedagogical practices underpinned by the schools Explicit Improvement Agenda.

Engage the school’s Intensive Support Teacher (Literacy and Numeracy) to re-assess the intervention needs of students performing below benchmark levels in basic literacy and numeracy schools. Through delivering PD to the Senior Leadership Team around The Simple View of Reading (Term 4, 2021) the need for more targeted and intensive intervention was identified around student literacy and in particular, reading.

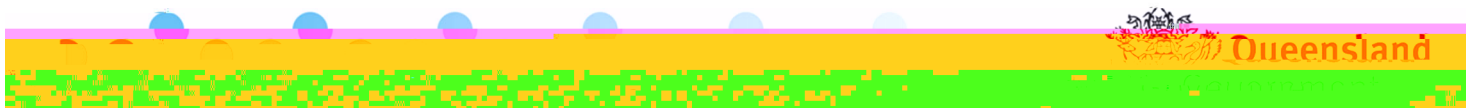
Develop teacher knowledge and understanding of the P-10 Australian Curriculum content descriptions and achievement standards by designing and supporting processes for robust intra-school and inter-school moderation.

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.

Provide professional development opportunities to management, specialist staff and teaching staff to engage with a school wide implementation of PB4L.





*Funding amount estimated on 2021 data. Actual funding will be determined after 2022 enrolment data are finalised. Actual expenditure may vary due to changes in finalised 2022 enrolment data