

Investing for Success

Under this agreement for 2020

Milpera State High School will receive

\$546,888*

This funding will be used to

Target	Measure
1. Deepen teacher professional knowledge of EAL/D pedagogical practice, ensuring consistency of EAL/D best practice across classrooms.	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> All teaching staff to have completed either a "How Language Works" or 'Teaching English to Students in Mainstream Classrooms' (TESMC) course or equivalent, during 2020 All TESMC course participants lead multiple workshops in 2020 that focus on classroom pedagogical requirements for quality EAL/D teaching and meeting student learning needs Continue growth and development of Milpera's internal Coaching and Mentoring program to support capability development of teaching quality Milpera teachers coaching the Metro EAL/D Team participants as part of the Metropolitan Region Internship program for experienced teachers <p>Comparison:</p> <ul style="list-style-type: none"> 'Teaching English to Students in Mainstream Classrooms' course completion percentage Each TESMC course participant co-delivers 5 workshops teaching and learning workshops 2019 Coaching and Mentoring data 2019 Metro EAL/D Internship data <p>Monitoring:</p> <ul style="list-style-type: none"> Inclusion in 2020 APDP – 2 meetings per person during the year 'How Language Works' program scheduled in Semester 2 school timetable Ongoing implementation of school's coaching and mentoring program with regular cycles of implementation, feedback and review. Quarterly team meetings with Metro EAL/D Internship facilitator
2. Review curriculum units, resources and assessment.	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> 70-80% English, Maths, Science and Coding teachers receive scheduled release time for review, update and create resources to match teaching units Scheduled release time to develop and trial common assessment tasks for Listening in EAL/D subjects of English and Science <p>Comparison:</p> <ul style="list-style-type: none"> Listening assessment (EAL/D English, EAL/D Science) developed Scheduled release time for classroom teachers to work with Senior and Junior English Curriculum HoDs to develop teaching and learning resources for newly published works from Author-in-Residence <p>Monitoring:</p> <ul style="list-style-type: none"> Quarterly feedback loops led by leadership team and supported by staff to track progress in development of teaching and learning resources
3. Whole school coding program.	<p>Baseline/End Point</p> <ul style="list-style-type: none"> Design and implement school coding program Enhance coding skills of 50% staff cohort through in-class coaching <p>Comparison</p> <ul style="list-style-type: none"> Number of students and staff participating in coding compared with 2019 <p>Monitoring</p> <ul style="list-style-type: none"> Feedback from students, volunteer tutors and teachers

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4. Provide access to the Number Intervention and Mathematical Support Programs for identified students, presenting the opportunity for students to master the 4 Mathematical operations by the time of exit.	<p>Baseline/End Point</p> <ul style="list-style-type: none"> Referrals to programs actioned within 1 term of identification <p>Comparison</p> <ul style="list-style-type: none"> Pre and post-test data measured for each identified student 2019 data <p>Monitoring</p> <ul style="list-style-type: none"> School Maths Semester Report, managing referral list, maths teachers and program teacher feedback, pre and post assessment for each program.
5. Provide access to Help our Writing (HOW) programs for identified students.	<p>Baseline/End Point</p> <ul style="list-style-type: none"> Referrals to programs actioned as received <p>Comparison</p> <ul style="list-style-type: none"> Distance travelled for each student in reading and/or writing programs <p>Monitoring</p> <ul style="list-style-type: none"> Exit report for HOW issued to indicate student learning
6. Employment of Bilingual Aides to meet the needs of students.	<p>Baseline/End Point</p> <ul style="list-style-type: none"> Provision of professional development opportunities to 100% Bilingual Teacher Aides / Support staff Workshops led by Bilingual Teacher Aides that build deeper cross-cultural understanding of all members of staff <p>Comparison</p> <ul style="list-style-type: none"> 2019 data <p>Monitoring</p> <ul style="list-style-type: none"> Regular monitoring of student enrolments by leadership team to ensure Bilingual Teacher Aides / Support staff HR align to school cultural groupings and best means of supporting students Support classes through TA timetable ensuring class-based needs addressed


Our initiatives include

Initiative	Evidence-base
1. Deepen teacher professional knowledge of EAL/D pedagogical practice to deliver classroom best practice of a coaching and mentoring process to ensure consistent quality assured practices	<p>de Courcy, M., Dooley, K., Jackson, R., Miller, J., Rushton, K. (2012) PETAA Paper 183 Teaching EAL/D learners in Australian classrooms http://www.petaa.edu.au/imis_prod/w/Teaching_Resources/PPs/PETAA_PAPER_183.aspx</p> <p>Gibbons, P. (2002), Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom, Heinemann, Portsmouth, NH.</p> <p>Hammond, J. (Ed.) (2001), Scaffolding: Teaching and Learning in Language and Literacy Education, PETAA, Sydney.</p>
2. Ensure greater consistency between curriculum, assessment and reporting of Secondary Prep 2	<p>Adie, L., Klenouski, V., Wyatt-Smith, C. (2011) Towards an understanding of teacher judgement in the context of social moderation, Educational Review, 64:2, 223-240</p>
3. Whole school coding program	<p>The handbook of technology and second language teaching and learning Chapelle, C. A., & Sauro, S. (Eds.) 2017 ISBN: 978-1118914038</p>
4. Provide access to the Number Intervention and Mathematical Support Programs for identified students, presenting the opportunity for students to master the 4 Mathematical operations by the time of exit	<p>Teaching and Learning Branch, Education Queensland, Version 1, 2011. Reading to learn in English – Active comprehension strategies.</p> <p>Drucker, M.J. (2003) What reading teachers should know about ESL learners. The Reading Teacher, Vol 57, No 1 2003. Ebsco Publishing.</p> <p>Sullivan, P. (2011). Teaching mathematics: Using research-informed strategies. Australian Council for Educational Research, ACER Press</p> <p>Wright, R. J., Martland, J., Stafford, A. K., & Stanger, G. (2006). <i>Teaching Number: Advancing children's skills & strategies</i> (2nd ed.). Thousand Oaks, CA: SAGE Publications.</p>

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Our school will improve student outcomes by	
Actions	Costs
A. Employment of additional staff in focused areas of:	
1. Employing additional bilingual teacher aides for classroom support in programs of language	\$30,000
2. Employing EAL/D teachers to support Coaching and Mentoring, Internship program, scheduled release time for review and update of teaching and learning curriculum resources	\$153,000
3. Workplace Reform for 2 Heads of Department positions at 1 FTE per position Science and Mathematics to lead respective curriculum areas	\$70,000
4. Employing 0.5 Mathematics teacher for intervention strategies and support	\$55,000
B. Facilitating professional development to all members of staff:	
5. Professional development to deepening cross-cultural understanding and build staff cultural confidence	\$3,000
6. Professional development and upskilling of staff to be able to implement whole school coding	\$48,000
7. EAL/D Pedagogy – ‘How Language Works’	\$50,000
C. Range of programs to support emergent student needs:	
1. Student programs, eg Swimming, School Camps, Song Room, Cooking Club, IT acquisition	\$80,888
2. Employment of Author-in-Residence and staff release time to develop teaching resources	\$32,000
3. Partial funding therapy services through the school’s HEAL centre to ensure student readiness to learn	\$25,000
	\$546,888



Ian Miller
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Milpera State High School



Tony Cook
Director-General
Department of Education

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