

# Investing for Success

## Under this agreement for 2022

### Milpera State High School will receive

**\$457,346\***

#### 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"> <li>100% of staff involved in <i>Professional Development to develop signature pedagogical practices</i></li> <li>Build teacher capacity to deliver signature pedagogy</li> </ul> <p>Comparison</p> <ul style="list-style-type: none"> <li>100% staff can clearly identify signature pedagogical practices by end of 2022</li> <li>Feedback</li> <li>Professional development delivered in 2022</li> </ul> <p>Monitoring</p> <ul style="list-style-type: none"> <li>Inclusion in 2020 APDP – 2 meetings per person during the year</li> <li>Ongoing implementation of school's coaching and mentoring program with regular cycles of observation, feedback and review.</li> </ul>
2. Review assessment for Maths and Science	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> <li>100% Maths, Science teachers receive scheduled release time for review, of assessment</li> </ul> <p>Comparison:</p> <ul style="list-style-type: none"> <li>Scheduled release time for classroom teachers to work collaboratively to enhance assessment tasks</li> <li>Quarterly feedback loops led by leadership team and supported by staff to track progress in development of assessment tasks</li> </ul>
3. Delivery of on-line/ICT based teaching and learning programs including <i>Milpera Live</i>	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> <li>Self-identified staff receive PD in on-line learning platforms including One Note and Blackboard Collaborate</li> <li>Twilight PD led by experienced staff to deliver ICT PD to all staff</li> <li>Provide students with capacity to learn on-line</li> </ul> <p>Comparison</p> <ul style="list-style-type: none"> <li>100 % of students in Post Beginner and High School Preparation Programs have capacity to learn from home</li> <li>Twilight PD workshops delivered</li> <li>Production of on-line unit</li> </ul> <p>Monitoring</p> <ul style="list-style-type: none"> <li>Twice –term monitoring of student access to on-line learning</li> </ul>
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"> <li>Referrals to programs actioned within 1 term of identification</li> </ul> <p>Comparison</p> <ul style="list-style-type: none"> <li>Pre and post-test data measured for each identified student</li> <li>2020 data</li> </ul> <p>Monitoring</p> <ul style="list-style-type: none"> <li>School Maths Semester Report, managing referral list, maths teachers and program teacher feedback, pre and post assessment for each program.</li> </ul>

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5. Provide access to Help our Writing (HOW) programs for identified students.	<p>Baseline/End Point</p> <ul style="list-style-type: none"> <li>Referrals to programs actioned as received</li> </ul> <p>Comparison</p> <ul style="list-style-type: none"> <li>Distance travelled for each student in reading and/or writing programs</li> </ul> <p>Monitoring</p> <ul style="list-style-type: none"> <li>Exit report for HOW issued to indicate student learning</li> </ul>
6. Employment of Bilingual Aides to meet the needs of students.	<p>Baseline/End Point</p> <ul style="list-style-type: none"> <li>Provision of professional development opportunities to 100% Bilingual Teacher Aides / Support staff</li> <li>Workshops led by Bilingual Teacher Aides that build deeper cross-cultural understanding of all members of staff</li> </ul> <p>Comparison</p> <ul style="list-style-type: none"> <li>2021 data</li> </ul> <p>Monitoring</p> <ul style="list-style-type: none"> <li>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</li> <li>Support classes through TA timetable ensuring class-based needs addressed</li> </ul>
7. Inclusive and holistic whole school approach to inclusion of Refugee and Migrant background students	<p>Baseline/End Point</p> <ul style="list-style-type: none"> <li>Delivery of wrap around EAL/D programs for education and settlement including Camps, excursions, Song Room,</li> <li>Special celebration Days eg International Women's Day, Sorry Day</li> </ul> <p>Comparison</p> <ul style="list-style-type: none"> <li>On arrival class assessment, class meeting qualitative data, HEAL welcome conversation and late arrival student referrals</li> </ul> <p>Monitoring</p> <ul style="list-style-type: none"> <li>Class meetings, student confidence participation in school programs,</li> <li>Development of student agency and voice, participation in oral presentations, whole school assemblies</li> <li>HEAL and Student Support Data</li> </ul>

### 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  <a href="http://www.petaa.edu.au/imis_prod/w/Teaching_Resources/PPs/PETAA_PAPER_183.aspx">http://www.petaa.edu.au/imis_prod/w/Teaching_Resources/PPs/PETAA_PAPER_183.aspx</a></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. Coaching and Mentoring (Milpera Stepping Out)	Robbins, Pam (2015) Peer Coaching to Enrich Professional Practice, School Culture, and Student Learning ISBN-13: 978-1-4166-2024-2
3. On-line learning, use of IMPACT pedagogy including Milpera Live, Coding and technology packages	<p>The handbook of technology and second language teaching and learning  Chapelle, C. A., &amp; Sauro, S. (Eds.) 2017 ISBN: 978-1118914038  Queensland Government: IMPACT Framework <a href="https://impact.edu.au/impact-framework">https://impact.edu.au/impact-framework</a></p>
4. Provide access to the Number Intervention and Mathematical Support Programs for identified students, presenting the opportunity for students to	<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>

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<p>master the 4 Mathematical operations by the time of exit</p>	<p>Sullivan, P. (2011). <i>Teaching mathematics: Using research-informed strategies</i>. Australian Council for Educational Research, ACER Press</p> <p>Wright, R. J., Martland, J., Stafford, A. K., &amp; Stanger, G. (2006). <i>Teaching Number: Advancing children's skills &amp; strategies</i> (2nd ed.). Thousand Oaks, CA: SAGE Publications.</p>
<p>5. Employment of Multilingual Aides and continuation of Author in Residence Program</p>	<p>Cummins, J (2003) Dewaele, Jean-Marc (Editor); Housen, Alex (Editor); Wei, Li (Editor). <i>Multilingual Matters 123 : Bilingualism : Beyond Basic Principles</i>.</p> <p>Golash-Boza, T. (2005). Assessing the advantages of bilingualism for the children of immigrants. <i>International Migration Review</i>, 39(3), 721-753. doi: 10.1111/j.1747-7379.2005.tb00286.x</p>
<p>6. Inclusive and holistic whole school approach to inclusion of Refugee and Migrant background students supporting transition to mainstream, community involvement in school</p>	<p>Block, K., Cross, S., Riggs, E. &amp; Gibbs, L. (2014) Supporting schools to create an inclusive environment for refugee students. <i>International Journal of Inclusive Education</i>, 18:12, 1337-1355.</p> <p><i>The Australian Educational Researcher</i>, 39: 2, 125-141.</p> <p>Taylor, S. (2008) Schooling and the Settlement of Refugee Young People in Queensland: '...The challenges are massive'. <i>Social Alternatives</i> 27, 3. 58-65.</p> <p>Pugh, K., Every, D. &amp; Hattam, R. (2012) Inclusive education for students with refugee experience: whole school reform in a South Australian primary school, <i>Creating Critical Connections through the Art - YConnect Report–Yeronga SHS</i></p>

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Our school will improve student outcomes by		
Actions	Costs	Sum
<b>A. Employment of staff in key improvement initiatives</b>		
1. Refining and aligning curriculum, pedagogy and assessment	\$25 000	
2. Professional Development delivered by academic and consultant	\$6000	\$31 000
<b>B. Employment of staff in focussed areas for targeted language learning</b>		
1. Continuing employment of additional bilingual teacher aides for classroom support including the languages Samoan, Swahili, Kurundi, Vietnamese, Dari, Pashtun	\$77 346	
2. Continuation of the employment of a Mathematics teacher for intervention strategies and support	\$35,000	
3. Continuing provision of a library program to support the integration of technology, coding and using resources to enhance English language development	\$70 000	\$182 346
<b>C. Delivery of On-line learning programs and Milpera Live</b>		
1. Development of On-line learning program and Milpera Live, professional development and provision of resources for program,	\$10 000	
2. Employment of Multi-lingual Teacher Aide and ICT tech officer with specific skills related to ICT and use in classroom ICT Support	\$30 000	
3. Purchase of equipment to deliver ICT Programs	\$20 000	\$60 000
<b>D. Range of programs to support student and staff needs including well-being</b>		
1. Development of Well-being Action Plan	\$4000	
2. Program supporting an Inclusive and Holistic whole school approach to the settlement and education of Migrant and Refugee background students, including Milpera Stepping Out, Help Our Writing (HOW) Swimming Program, School Camps, Milpera Music, Settlement and Well-being programs, special events and accompanying workshops, Cyber-safety and classroom resources.	\$50 000	
3. Continuing employment of Author-in-Residence (Milpera Publishing) to develop teaching resources to enhance language development and support development of student agency through growing student voice and identity	\$20 000	
4. Partial funding of Art/Music Therapy specialists' services through the school's HEAL centre to ensure student engagement and removal of barriers to learning	\$110 000	\$184000
<b>Total</b>		<b>\$457 346</b>



**Julie Peel**  
Principal  
Milpera State High School



**Michael De'ath**  
Director-General  
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