

Investing for Success

Under this agreement for 2022

Payne Road State School will receive

\$74,119*

The Payne Road State School community has identified our 'WHY' as "Growing creative, critical and curious learners who are capable of thriving in an evolving world".

Our Explicit Improvement Agenda for 2022 targets: **Lift in English A-B; Capability building in the teaching of Writing; Inquiry and Visible Thinking Routines.**

This funding will be used to

Target	Measure
Increase the % of teachers actively engaged in detailed team moderation and explicit teaching, using precise marking guides and feedback against success criteria, to lift student achievement in English and Writing (Grammar).	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> English P-2 and 3-6: lift in %C and %A-B Years 3 & 5 NAPLAN Writing: lift in %U2B <p>Comparison:</p> <ul style="list-style-type: none"> English A-E and NAPLAN Writing (SQSS) <p>Monitoring:</p> <ul style="list-style-type: none"> English – pre and summative assessment moderations (marker students data) Peer Learning Walks
Increase the % of students reading at the upper two bands and decreasing the % below minimum standard year benchmarks. Focus on critical and creative thinking.	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> English P-2 and 3-6: lift in %C and %A-B Year 3 & 5 NAPLAN Reading: lift %U2B <p>Comparison:</p> <ul style="list-style-type: none"> English A-E and NAPLAN Reading (SQSS) <p>Monitoring:</p> <ul style="list-style-type: none"> Reading – running records, English-receptive Case Management and data.

Our initiatives include

Initiative	Evidence Base
<p>Precise feedback and uplevelling against English success criteria, through detailed moderations, precision and student voice:</p> <ul style="list-style-type: none"> Precise feedback and uplevelling made visible, made collaborative Coaching & mentoring for detailed moderation stages 'Bump It Up' walls targeting A-B success criteria, next step goals '5 Questions' for students; peer and self-assessment Peer Learning Walks & intentional school collaborations 	<p>Hattie, J. & Clarke, S. (2018). <i>Visible Learning Feedback</i>. London: Routledge.</p> <p>William, D. & Leahy, S. (2015). <i>Embedding Formative Assessment</i>. Learning Sciences International.</p> <p>Sharratt, L (2018). <i>Clarity. What Matters Most in Teaching, Learning and Leading</i>. Australia: Corwin</p>



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<p>Collaborative Planning and Moderations in English Explicit Teaching and Inquiry:</p> <ul style="list-style-type: none"> • Collaborative team planning and moderation stages in English • Writing Inquiry Cycle • Data Conversations & Marker students • Visible Thinking Routines • Intentional school collaborations 	<p>Campbell, R & Ryles, G. (2018). <i>The Teaching of English Grammar</i>. Australia: Pearson</p> <p>Murdoch, K. (2016). <i>The Power of Inquiry</i>. Northcote: Seastar Education.</p> <p>Project Zero, Connect Visible Thinking (2021) https://pz.harvard.edu/projects/visible-thinking</p>
<p>Differentiation and Extension for All:</p> <ul style="list-style-type: none"> • Differentiation to support and extend all students in English (coaching, cluster schools) • Active community engagement and extension team challenges (critical and creative thinking/STEAM) • Student Wellbeing to enhance learning and engagement 	<p>Tomlinson, C. (2017). <i>How to Differentiate Instruction in Academically Diverse Classrooms</i>. US: Association of Supervision.</p> <p>Aspiring Thinkers Critical Thinking Project, University of Queensland (2020) https://criticalthinking.project.uq.edu.au/event/244/aspiring-thinkers</p> <p>Brunzell, T. & Norrish, J. (2021). <i>Creating Trauma-informed, Strengths-based Classrooms</i>. UK: Jessica Kingsley Publishers.</p>

Our school will improve student outcomes by

Actions	Costs
Release for collaborative capability building in Explicit Teaching of English: Curriculum leaders & Writing inquiry cycle; Team Moderations Before-Through-After-After-End stages; Peer Observations & Feedback; Team Lesson Study; School intentional collaborations.	\$ 9,050
Pedagogy Coach to build teacher capability in the teaching of English and Grammar, and extend all students (10 days)	\$ 7,000
Capability building aligned to English Success Criteria: Year 1 Team for Initialit strategy; New staff for VCOP and Seven Steps in Writing.	\$13,780
20 hours Teacher Aide time for differentiated student support in English Block.	\$32,119
Mentor Teacher days to engage community excellence programs and mentor student team challenges (STEAM opportunities).	\$ 2,600
Wellbeing Teacher (.07) to deepen and deliver Wellbeing Program for all, and target student intervention groups.	\$ 6,000
Additional Teacher Aide time to support student learning and engagement.	\$ 3,570
Total	\$74,119



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Principal
Payne Road State School



Michael De'Ath
Director-General
Department of Education



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