

# Investing for Success

## Under this agreement for 2020 Payne Road State School will receive

**\$77,142\***

The Payne Road State School community has identified our 'WHY' as **Maximising the IMPACT on student learning** through *building Teacher capacity, focus on learning and developing the whole child*. School priorities have been divided into three areas or the 'WHAT' within our framework, which include **Innovative Learning, Differentiated Learning and Wellbeing**.

### This funding will be used to

Target	Measure
Increase the % of teachers actively engaged in planning and explicit teaching, using marking guides and providing feedback against success criteria, to improve student learning in writing.	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> <li>Year 4 English: lift in %C and %A-B</li> <li>Year 3 NAPLAN Writing: lift in %NMS and %U2B</li> <li>Year 5 NAPLAN Writing: lift in %NMS and %U2B</li> </ul> <p>Comparison:</p> <ul style="list-style-type: none"> <li>English A-E and NAPLAN Writing (SQSS)</li> </ul> <p>Monitoring:</p> <ul style="list-style-type: none"> <li>English – pre and summative assessments</li> <li>Planning and Assessment documentation</li> </ul>
Increase the % of students reading at the aspirational level (upper two band) for their Year and decreasing the % of students reading below minimum standard for their Year. These are based on Metropolitan Region targets.	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> <li>Year 4 English: lift in %C and %A-B</li> <li>Year 3 NAPLAN Reading: lift in %NMS and %U2B</li> <li>Year 5 NAPLAN Reading: lift in %NMS and %U2B</li> </ul> <p>Comparison:</p> <ul style="list-style-type: none"> <li>English A-E and NAPLAN Reading (SQSS)</li> </ul> <p>Monitoring:</p> <ul style="list-style-type: none"> <li>Reading – running records data</li> <li>Coaching sessions</li> <li>Classroom Walk Throughs</li> <li>Case Management notes and planning.</li> </ul>

### Our initiatives include

Initiative	Evidence Base
<p>Embedding 'Feedback against Success Criteria', in Writing (within units and lessons), evidenced through Student Voice:</p> <ul style="list-style-type: none"> <li>Feedback made visible - all classrooms</li> <li>Coaching &amp; mentoring to deepen Critical &amp; Creative Thinking</li> </ul>	<p>Hattie, J. &amp; Clarke, S. (2018). <i>Visible Learning Feedback</i>. London: Routledge.</p> <p>Hattie, J., Gan, M., &amp; Brooks, C. (2016) Instruction Based on Feedback, In R.E. Mayer &amp; P.A. Alesander (Ed), <i>Handbook of Research on Learning and Instruction</i>. Abingdon: Routledge</p>



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<ul style="list-style-type: none"> <li>• 'Bump Up' student performance against U2B Success Criteria in Writing, Reading</li> <li>• Peer Learning Walks &amp; Feedback</li> </ul>	William, D. & Leahy, S. (2015). <i>Embedding Formative Assessment</i> . Learning Sciences International.
<p>Collaboratively Planning for Connected Curriculum and Precision:</p> <ul style="list-style-type: none"> <li>• Collaborative planning: authentic connections; deep learning</li> <li>• Precise teaching for refined goals</li> <li>• Team Lesson Study: Co-plan, Co-teach, Co-reflect, Re-teach, Co-reflect</li> </ul>	<p>Murdoch, K. (2016). <i>The Power of Inquiry</i>. Northcote: Seastar Education.</p> <p><i>Agile Leadership for Learning (2018)</i>  <a href="https://www.nswspc.org.au/wp-content/uploads/2018/06/Breakspear_SPC">https://www.nswspc.org.au/wp-content/uploads/2018/06/Breakspear_SPC</a>.</p> <p>'How-To Guide' Lesson Study (2017), In <i>Classroom Observations Strategies: Lesson Study</i>. Aitsl</p>
<p>Strengthening Differentiation and Inclusion:</p> <ul style="list-style-type: none"> <li>• Differentiated Instruction to support and extend (coaching, mentoring)</li> <li>• Impact Teams – response to data: What? So What? Now What?</li> <li>• Case management and diverse adjustments - progress for all</li> <li>• Aspiring Thinkers &amp; STEAM PLCs (University of Queensland)</li> <li>• Student extension strategies and programs</li> </ul>	<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 (2020)  <a href="https://criticalthinking.project.uq.edu.au/event/244/aspiring-thinkers">https://criticalthinking.project.uq.edu.au/event/244/aspiring-thinkers</a></p>

### Our school will improve student outcomes by

Actions	Costs
Teacher Release for collective capacity building in the teaching of Writing and Reading: Coaching Collaborative Planning, Team Lesson Study, Peer Learning Walks, Visible Feedback	
Additional 'Differentiation Teacher' to provide: Support and extension to students; Coaching/mentoring for Differentiation & Inclusion for all	\$ 48,000
Aspiring Thinkers & STEAM PLCs (UQ): Designing Critical & Creative Thinking strategies; STEAM coaching & resourcing	\$ 20,000
Student extension programs: Student coaching and active participation	\$ 9,142
<b>TOTAL</b>	<b>\$ 77,142</b>



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