

Investing for Success

**Under this agreement for 2021
Payne Road State School will receive**

\$78,863*

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 strategic improvement initiatives fall within three overarching domains: Wellbeing, Innovation and Differentiation.

Our Explicit Improvement Agenda for 2021 targets: **Lift in Writing and Reading in the upper two bands; 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 planning and explicit teaching, using marking guides and precise feedback against success criteria, to improve student learning in Writing.	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> English P-6: lift in %C and %A-B Year 3 and Year 5 NAPLAN Writing: lift in %NMS and %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 assessments Planning and Assessment documentation
Increase the % of students reading at the upper two bands and decreasing the % reading below minimum standard for their year (Metropolitan Region targets). Focus on critical and creativing thinking.	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> English P-6: lift in %C and %A-B Year 3 and Year 5 NAPLAN Reading: lift in %NMS and %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 data Peer Learning Walk data Case Management conversations and data.

Our initiatives include

Initiative	Evidence Base
<p>Embedding 'Feedback against Success Criteria', in Writing, evidenced through Student Voice and Precision in teaching:</p> <ul style="list-style-type: none"> Feedback made visible – to all students, on Learning Walls Coaching & mentoring to deepen Critical & Creative Thinking 'Bump Up' student performance against U2B Success Criteria in Writing, Reading Peer Learning Walks & Feedback 	<p>Hattie, J. & Clarke, S. (2018). <i>Visible Learning Feedback</i>. London: Routledge.</p> <p>Hattie, J., Gan, M., & Brooks, C. (2016) Instruction Based on Feedback, In R.E. Mayer & P.A. Alesander (Ed), <i>Handbook of Research on Learning and Instruction</i>. Abingdon: Routledge</p> <p>William, D. & Leahy, S. (2015). <i>Embedding Formative Assessment</i>. Learning Sciences International.</p>



**Queensland
Government**

<p>Collaborative Planning for Explicit Teaching and Inquiry Process (writing across curriculum):</p> <ul style="list-style-type: none"> • Collaborative planning: Writing; Inquiry Process • Writing Inquiry Project • Visible Thinking Routines • Lesson Study; Peer Observations and Feedback • Networks of Inquiry Schools Collaboration (NOIS) • High Performance Teams 	<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>Networks of Inquiry and Indigenous Education (2021) https://ikblc.ubc.ca/initiatives/aesn/</p> <p>Stebbins, P (2019). <i>The Five Disciplines of Extraordinary School Leaders</i>. Australia: Corwin.</p>
<p>Differentiation & Extension for All:</p> <ul style="list-style-type: none"> • Differentiation to support and extend (coaching, mentoring) • Impact Teams' response to data; extension for all; goals at 'the learning edge' • Individual Curriculum Plans • Aspiring Thinkers Networks (University of Queensland) • Student extension strategies • Gifted Education Mentors (GEMS) 	<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) https://criticalthinking.project.uq.edu.au/event/244/aspiring-thinkers</p>

Our school will improve student outcomes by

Actions	Costs
Release for capacity building/coaching in the Explicit Teaching of Writing and the Inquiry Process: Collaborative Planning & Differentiation; Lesson Study, Peer Learning Walks; Peer Observation & Feedback.	\$ 28,863
Leadership development and high performing teams.	\$10,000
Coaching/mentoring for Differentiation & GEMS.	\$10,000
NOIS and Aspiring Thinkers Networks intentional collaboration: Professional Learning for Inquiry and Thinking; Peer coaching; STEAM coaching & resourcing.	\$ 20,000
Student support and extension programs: Student coaching and extension; high quality texts; additional Teacher Aide support.	\$ 10,000
TOTAL	\$ 78,863*

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Payne Road State School

Tony Cook

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