

Investing for Success

Under this agreement for 2018
Payne Road State School will receive

\$72,200*

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	Measures
Increase the percentage of teachers actively engaged in the planning process using marking guides and a feedback process to improve student learning	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> Student Summary Profile Export – Year 4: %C or better in previous years Year 3 NAPLAN Writing National Minimum Standard (NMS) (2017 – 2019) <p>Comparison</p> <ul style="list-style-type: none"> English A- E and NAPLAN Writing NMS data (SQSS) <p>Monitoring</p> <ul style="list-style-type: none"> Student Summary Profile Export Planning and Assessment documentation
Increase the percentage of students reading at the aspirational level for their age group and decreasing the percentage of students reading below minimum standard for their age group. These are based on Metropolitan Region targets.	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> Student Summary Profile Export – Year 4: %C or better in previous years Year 3 NAPLAN Reading NMS (2017 – 2019) <p>Comparison</p> <ul style="list-style-type: none"> English A- E and NAPLAN Reading NMS data (SQSS) <p>Monitoring</p> <ul style="list-style-type: none"> Reading – running records data Coaching sessions Classroom walk throughs Case –management notes – planning sessions

Our initiatives include

Initiative	Evidence base
"HOW" – Innovative Learning (Collaborative Learning) Differentiated Learning (Feedback FOR Learning, Coaching and Mentoring and Case Management)	
Establish process for teaching and learning that embeds feedback as a key strategy for	Hattie, J. (2012). <i>Visible learning for teachers: Maximizing impact on learning</i> . London: Routledge

* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



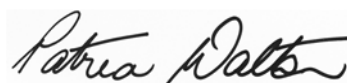
<p>effective learning:</p> <ul style="list-style-type: none"> • Planning model to unpack marking guides to understand student requirements • 3 year UQ Feedback project for coaching of Teachers of Years 3, 4 and 5 students 	<p>Brooks, Cameron David (2016). <i>Feedback for learning: a mixed methods study in the upper primary classroom</i> PhD Thesis, School of Education, The University of Queensland. doi:10.14264/uql.2016.644</p>
<p>Collaborative planning and assessment processes:</p> <ul style="list-style-type: none"> • Extend feedback model to other year levels and establish routines to unpack marking guides • Work in teams to support understanding • Utilise data to case manage students to support learning 	<p>Boudett, K. P., City, E. A., & Murnane, R. J. (2013). <i>Data wise: A step-by-step guide to using assessment results to improve teaching and learning</i></p>
<p>Further develop routines in guided reading to support all learners:</p> <ul style="list-style-type: none"> • Implement fly in guided reading squads using support staff and teacher aides to engage all classes in the guided reading process • Support staff through coaching to improve reading practices 	<p><i>How to teach reading</i> https://learningplace.eq.edu.au/cx/resources/file/5870883d-8171-42bf-8761-ae903ba2cb54/1/content/ep01/ep01_home.html Department of Education and Training</p> <p>Brown, G; Marsh, H W; Craven R; Cassar M; <i>Improving Standardised Reading Comprehension: The Role of Question-Answering</i>; SELF Research Centre, University of Western Sydney, Australia</p>

Our school will improve student outcomes by

I4S 2018 Actions	Costs
Consultancy - Feedback FOR Learning process (UQ 3 Year Project)	\$ 10,000.00
Planning and Assessment TRS (Marking guide review Feedback planning case management)	\$ 27,000.00
Supporting diverse learners - Teacher Aide support (Fly-in guided reading teams)	\$ 35,200.00
Total	\$ 72,200.00



Stephen Rowe
Principal
Payne Road State School



Patrea Walton
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