

# Investing for Success

## Under this agreement for 2019 Bardon State School will receive

**\$105 002\***

### This funding will be used to

Initiative	Baseline	Targeted Outcomes
1. CPR – Collaborative Professional Release Strengthen teacher pedagogy with targeted coaching, focussed data analysis, shared differentiation practices and tracking student progress – English – Reading / Writing	100% of class teachers engaged in CPR session weekly – 1 hour – with a leadership facilitator	100% of class teachers engaged in CPR session weekly 1 hour with a leadership facilitator 100% of specialist teachers engaged in CPR sessions weekly 1 hour with a leadership facilitator 100% of students show an increase in targeted areas of reading and writing from Pre assessment to summative assessment data (FABs document)
CPR - Data Analysis – Identify and differentiate to support and extend all learners through critical analysis and triangulation of summative, formative and diagnostic assessments	NAPLAN relative gain 2018 -.02 Reading NAPLAN relative gain 2018 .17 Writing NAPLAN 2018 Writing year 3 96.6% above NMS Writing Year 5 97.8% above NMS	100% of class teachers create a class data profile from a range of data sources 100% of teachers maintain pre-assessment and summative data indicating all students improved progress NAPLAN relative gain indicates a positive increase above QLD state Schools (reading and writing) 100% of class teachers maintain the BSS writing tracking tool indicating improved student outcomes in identified areas from pre assessment 100% of Year 3 and 5 above NMS in 2019 Writing
2. COACHING Refine the BSS Coaching program to further develop a 'triad coaching approach' based around a collaborative coaching model and neuroscience to continue to improve student outcomes and teacher collaboration and capacity	50 % of staff trained in BSS Coaching Model	75% teaching staff complete the BSS coaching intensive training 2019 100% of currently trained staff engaged in termly triad coaching sessions on targeted improvement areas
3. INQUIRY / INNOVATIVE SPACES Balance the inquiry and explicit approaches to teaching and learning to provide engaging learning experiences and inspiring learning environments	Prep – Trial sem 2 2018 20% of classrooms identified as trialling innovative spaces and Inquiry approach with Learning Play	100% of Prep and Year 1 classes engaged in the Learning Play and Inquiry model 2019 100% of specialist teacher engaged in the BSS Connected Curriculum planning process and aligning specialist and class programs 50% of classroom engaged in the creating innovative spaces program and trialling inquiry approaches to learning through 'Wonder Questions' in connected curriculum units Increased evidence of planned inquiry processes across all teaching/classes – Questioning Framework / Planning / Pedagogy Year 6/5 cohort
4. FEEDBACK Improving teacher skills and knowledge of the power of feedback through Collaborative Project with UQ and DET to improve student outcomes - focussed on writing. TARGET year 3 2019	2017 – Year 6 teachers and students engaged in feedback project 2018 – Year 5 teachers and students engaged in feedback project	100% of Year 3 teachers and students engaged in the formal feedback project 100% of year levels teams engaged in identification of deep and surface teaching, intent of assessment and learning and feedback process – evident in CPR sessions and FABs document

\* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



## Our initiatives include

Initiative	Evidence-base
<p>CPR</p> <ul style="list-style-type: none"> <li>• Ensure all students learn at high levels</li> <li>• Create conditions that enable teachers to work collaboratively to improve learning</li> <li>• Monitor the impact of the school's action on student success</li> </ul>	<ul style="list-style-type: none"> <li>• Sharratt, L, &amp; Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, USA</li> <li>• DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria.</li> <li>• Walpole, S &amp; McKenna, M 2017 <i>How to Plan Differentiated Reading Instruction</i>, New York, The Guildford Press.</li> </ul>
<p>Coaching / Collegial Engagement</p> <ul style="list-style-type: none"> <li>• Instructional Coaching forms a significant part of our Pedagogical Framework and is based on building collaborative partnerships across the school using deep and authentic conversations</li> </ul> <p>Within this framework teachers can interact with coaches in a variety of ways including;</p> <ul style="list-style-type: none"> <li>• Co-Planning – working alongside teacher to plan and implement units of work</li> <li>• Co-Teaching – Implementing lessons together with teachers</li> <li>• Modelling – Coaches model lessons for teachers to support effective pedagogy</li> <li>• Feedback – Coaches provide feedback to teachers around a chosen area</li> <li>• Reflection – Coaches support teaches to reflect on learning and develop future goals</li> <li>• Conversation – Coaches support teacher to build understanding from new learning</li> </ul>	<ul style="list-style-type: none"> <li>• Knight, J. 2016 <i>Better Conversations</i>, University of Kansas, USA</li> <li>• IDEAS based on Kaagan's 2000 adaption of Senge et al 1994</li> <li>• Lofthouse, R, Leat, D and Towler, C 2010 <i>Coaching for Teaching and Learning: A Practical Guide for School</i></li> <li>• Loch, M; <i>Leaders of Substance; Conversations of Substance; Teams of Substance.</i> <a href="https://michelleloch.com/">https://michelleloch.com/</a></li> </ul>
<p>Inquiry / Innovative Spaces</p> <ul style="list-style-type: none"> <li>• Engaging teachers and students in an inquiry model based on Learning Play and Engagement Matter approaches to ensure that classrooms are filled with highly motivated children who are learning how to learn with a mix of active investigation and formalised instruction alongside opportunities for greater levels of decision making, choice, active participation and a wide range of mediums in which to explore learn and acquire skills</li> <li>• Spaces within the classroom environment and beyond are flexible and responsive to changing student needs</li> </ul>	<ul style="list-style-type: none"> <li>• Murdoch, K</li> <li>• Walker, K (2018), <i>Play Matters; Investigative learning for Preschool to Grade 2.</i> ACER Press, Camberwell</li> <li>• Walker, K (2018) <i>Engagement Matters; Personalised Learning for Grades 3- 6.</i> ACER Press, Camberwell</li> </ul>
<p>Feedback</p> <ul style="list-style-type: none"> <li>• Visible Learning means an enhanced role for teachers as they become evaluators of their own teaching. Visible Teaching and Learning occurs when teachers see learning through the eyes of students and help them become their own teachers</li> <li>• Year 3 teachers and learners will participate in the semester 2 UQ / BSS collaborative initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Brooks, Cameron David (2016). <i>Feedback for learning: a mixedmethods study in the upper primary classroom</i> PhD Thesis, School of Education, The University of Queensland. doi:10.14264/uql.2016.644</li> <li>• Hattie, J, <i>Visible Learning:Feedback</i>, 2018, Taylor and France LTD, Routledge, London England</li> </ul>

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## Our school will improve student outcomes by

1.

Actions - CPR	Costs
Professional learning communities engage in-house and regional expertise to improve teacher ability to identify writing (and reading) demands of units of work	.6 FTE school based additional specialist to facilitate 1 hour weekly CPR – team meetings \$40 000
Provide support for responsive teaching based on analysis and discussion of curriculum-aligned through planning, modelling, observation and feedback processes, and timely access to data	
Track student progress through short term data cycles and triangulation of A-E, formative, Preassessment, summative assessment and diagnostic/standardised assessment	

2.


Actions – Coaching	Costs
Tier 1 Training – Leadership Advance Coaching Training	PD \$ 5000
Tier 2 Training - Intensive Coaching Training – 2 day training +accommodation 12 staff participants - teacher, teacher aides, administration	PD \$ 10 000 TRS \$ 5 000
Tier 3 Coaching Training – triad coaching sessions with trained staff. At least once per term.	TRS \$ 5000

3.

Actions – Inquiry / Innovative Spaces	Costs
Inquiry Engagement of P/1 and Leadership team members in ongoing professional learning in the field of inquiry and learning play School visits to accredited learning play schools Physical resources and research materials to support learning play and the inquiry model	TRS \$ 5000 Resources \$ 5002
Innovative Spaces – engagement of year 6/5 students and teachers in the research, planning and purchasing of innovative classroom resources to create flexible and responsive learning spaces	Resources \$20 000

4.

Actions - Feedback	Costs
Year 3 teachers engaged in the Feedback Project semester 2 2019. ½ day small group teaching and professional learning for teachers, administration and support staff	UQ/BSS project contribution \$5000
CPR sessions for all teaching and specialist staff, utilise an adapted template (FABs) to articulate curriculum intent in surface and deep teaching, align teaching learning and assessment and track student progress	TRS \$ 5000



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