

Investing for Success

Under this agreement for 2018
Barrett Adolescent School will receive

\$5,178*

This funding will be used to:

Target	Measures
1. Students will be tested diagnostically in the new PAT Maths, Reading Comprehension and Grammar and Punctuation programs. Staff will learn to interpret and analyse the data and incorporate PAT resources across the curriculum to strengthen and remediate identified students' skills, strengths and gaps, to allow better access to transition education sites.	<p>Baseline:</p> <ul style="list-style-type: none"> • OneSchool reports (if available) • Data from previous school (if available) • Staff observation • Student work samples (if appropriate and available). <p>Monitoring:</p> <ul style="list-style-type: none"> • Staff observation and case conference discussion on a weekly basis • Barrett Support Plan stakeholder meetings, at least once a semester • Student feedback and work samples • Data from Literacy Continuum • Re-testing if appropriate.
2. Assist staff to develop a new focus program which will embed oral language and Tier two vocabulary access within cross-curricular learning areas. Pedagogy will be supplemented and enriched by this new focus encompassing social language as informed by the expertise of the regional speech language pathologist (SLP) in the program.	<p>Baseline:</p> <ul style="list-style-type: none"> • As above • Speech Language reports (if available) • Personal and Social Skills Checklist re-test • Classroom Readiness Scale re-test. <p>Monitoring:</p> <ul style="list-style-type: none"> • As above • Personal and Social Skills Checklist re-test • Classroom Readiness Scale re-test.
3. Students will access a new curriculum initiative, <i>Integrated Subjects</i> . This initiative enables staff to integrate several learning areas (STEM, music,	<p>Baseline:</p> <ul style="list-style-type: none"> • Data from previous school (if available)

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<p>design) not offered discretely within the Barrett curriculum. This initiative will be accessed in a targeted manner and will include creative thinking, problem solving, rich tasks and specialist staff from outside the school.</p>	<ul style="list-style-type: none"> • Staff observation • Student work samples (if appropriate and available) • Student self-assessment. <p>Monitoring:</p> <ul style="list-style-type: none"> • As above. • Relevant data from Personal and Social Skills Checklist re-test • Classroom Readiness Scale re-test
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Our initiatives include:

Initiative	Evidence base
<p>1. Staff will attend professional development associated with PAT resources, departmental PD which complements it and visiting schools which use the program; release staff to plan and evaluate project. Staff will mentor each other to encourage cross-curricular support, especially between Maths and English staff as they develop similar and complimentary methodologies to use the data and resources to their best advantage. Staff will learn to interpret and analyse the data and incorporate the findings as the basis for planning and differentiation in classroom practice.</p>	<p>Rubie-Davies, C 2015, <i>Becoming a High Expectation Teacher: Raising the Bar</i>, Routledge, New York.</p> <p>Sharrat, L & Fullen, M 2012, <i>Putting FACES on the Data. What Great Leaders Do!</i> Corwin, California, USA.</p> <p>Griffin, P (Ed) <i>Assessment for Teaching</i>, Cambridge University Press, New York.</p> <p>Fisher, D Frey, N & Hattie, J 2016, <i>Visible Learning for Literacy: Implementing the Practices that Work Best to Accelerate Student Learning</i>, Corwin, California, USA.</p>
<p>2. The new focus program will be set up and partially monitored by SLP in conjunction with specialist Barrett staff. The SLP will deliver workshops to staff based on social / relational / productive language acquisition research; QCAA workshops are also available which overlap content and focus in terms of oral language development.</p>	<p>STRIVE program - on EdStudio: <i>South East Region STRIVE</i></p> <p>Beck, McKeown & Kucan, <i>Bringing Words to Life and Creating Robust Vocabulary</i>.</p>
<p>3. Staff will be given time to plan. Resources will be purchased to enable tasks for <i>Integrated Subjects</i> to be completed.</p>	<p>Bybee, RW 2013, <i>The Case for STEM Education: Challenges and Opportunities</i> NSTA Press, USA.</p>

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Our school will improve student outcomes by:

Actions	Costs
<p>1. 80% of teaching staff will attend professional development associated with PAT resources and departmental PD. TRS time will be used to release staff to plan and evaluate project; staff will mentor each other to encourage cross-curricular support, especially between Maths and English staff as they develop similar and complimentary methodologies to use the data and resources to their best advantage.</p>	<p>TRS and PD \$2 178</p>
<p>2. QCAA workshops will be available which overlap content and focus in terms of oral language development. Resources will be purchased in Term 2. Collaborative planning will be done in Terms 2 and 3.</p>	<p>TRS, PD and Resources \$1 500</p>
<p>3. TRS time will be provided for staff to plan and collaborate. Resources will be purchased throughout the year.</p>	<p>TRS and Resources \$1 500</p>



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