

Investing for Success

Under this agreement for 2022
Barrett Adolescent School will receive

\$5,633*

This funding will be used to

| Target | Measures |
|--|--|
| <p>1. Continue to embed new pedagogy – Universal Design of Learning - across Junior and Senior Learning Areas, particularly focussing on literacy development.</p> | <p>Baseline (short term)</p> <ul style="list-style-type: none"> Continuation of roll out of pedagogy. Whole staff focussing on embedding of <i>Action and Expression</i> Revision of <i>Engagement, Representation</i> Staff of all subjects beginning to use UDL in curriculum programming – planning and implementation <p>Monitoring (medium and long term)</p> <ul style="list-style-type: none"> Focus on embedding pedagogy into overviews and units toward the end of 2022 Consultant to create an observation and feedback process for staff efficacy, in terms of UDL principles |
| <p>2. COLLABORATION WITH BASE AND TRANSITIONING SCHOOLS</p> <p>(a) Access professional shadowing, curriculum professional development (within base and transitioning schools where possible), to facilitate learning that enhances staff skills and knowledge in teaching and assessment the AC Years 7-12.</p> <p>(b) Focus on embedding learning support programs found in base and transitioning schools, across the curriculum. This will occur with particular focus on the four core Junior learning areas, with an emphasis on literacy and numeracy: e.g. Writers Toolbox, PAT diagnostic testing, Stymie and Education Perfect.</p> | <p>Baseline (short term)</p> <ul style="list-style-type: none"> Staff attending relevant PD, either at base and transitioning schools or through departmental or professional sources Attendance by Barrett staff at base and transition schools for shadowing and collaboration purposes Identification of learning support programs used in base and transitioning schools <p>Monitoring (medium and long term)</p> <ul style="list-style-type: none"> Embedding of learning support programs into BAS curriculum Students transitioning to these base schools will benefit from the overlap of, and exposure to, curriculum, strategies, programs. |



**Queensland
Government**

Our initiatives include

| Initiative | Evidence-base |
|---|--|
| 1. Staff collaboratively explore UDL in order to embed it across the Junior and Senior Learning Areas. | CAST publishing and PD Liaise with schools already using UDL – accessing their statistics, paradigm development etc. |
| 2. 100% Teaching Staff attend targeted PD, shadowing at feeder schools, engaging in training schedules where possible. Observe the use of online programs (e.g. PAT, Stymie, Writers Toolbox, EP) and develop specific strategies for use within BAS curriculum. | https://www.writerstoolbox.org/ Incorporating Writers Toolbox's pedagogy throughout English curriculum – evidence base schools widely attributed through Department of Education and base schools. https://www.Stymie.com.au https://educationperfect.com https://oars.acer.edu.au |

Our school will improve student outcomes by

| Actions | Costs |
|--|---|
| 1. All staff will progressively be observed by peers, and be involved in collaborative feedback regarding their understanding and performance of the UDL initiatives. Curriculum will be progressively and collaboratively planned and recorded via UDL, which establishes new baselines for adjustments and differentiation, thereby supporting student outcomes. | <ul style="list-style-type: none"> • TRS to enable staff to record UDL adjustments to programming, • Online subscription to UDL, PD & Resources. • Consultant to return to engage in observation and feedback to staff in semester 2 <p>Estimated Cost \$ 3,000</p> |
| 2. All staff will access targeted departmental, online and QCAA PD, leading to improved student learning outcomes. All staff will visit and collaborate with targeted school sites, leading to better transitions for students. Provision of funds to facilitate embedding of chosen programs. This should be reflected in students' ability to transition successfully to base schools and achieve strong learning outcomes, particularly in literacy and numeracy. | <ul style="list-style-type: none"> • TRS & release time for staff • Cost of professional development • Cost of curriculum programs and resources chosen to be applied at BAS as a result of shadowing, collaboration <p>Estimated Cost \$2,633</p> |



Deborah Rankin
Principal
Barrett Adolescent School



Michael De'Ath
Director-General
Department of Education



**Queensland
Government**