

Investing for Success



Under this agreement for 2022 Petrie Terrace State School will receive

\$61,891*

This funding will be used to

- Improve the percentage of students achieving an 'A' or 'B' in English, Maths and Science.
- Provide inclusive and targeted intervention for students not achieving a 'C' in English.

Our initiatives include

Petrie Terrace State School utilises the *Gradual Release of Responsibility Instructional Framework* (Fisher, 2013), the research and findings highlighted in *Visible Learning for Literacy* (Fisher, Frey and Hattie, 2016) combined with strategies outlined in *Clarity* (Sharratt, 2018) and *Putting Faces on the Data* (Sharratt, 2012), as evidence for the contextualised school improvement framework.

Our initiatives include:

- Alignment of our school Explicit Improvement Agenda and Annual Implementation Plan with the Department of Education Strategic Plan and Digital Strategy, State Schooling Improvement Strategies, Metropolitan Region Strategic Plan and other key Queensland Government policies.
- Precision of our initiatives as they relate to student-centred and driven teaching, engagement and learning conversations, planning, assessment, reporting and reflection cycles.
- Intentional Collaboration through participation in the City Cluster of State Schools and engagement with the shared programs and events for students, families and staff.
- Personal and System Accountability through quality school management and governance with a customer mindset, that ensures a safe and supportive workplace and learning environment for all, as well as an inclusive mindset through valuing diversity and authentic voice in localised, contextualised and ethical decision-making, that is representative of the school community.
- Supporting teachers, support staff and the school community through the full-time Head of Department – Curriculum role, to implement the Australian Curriculum with depth and fidelity, by making thinking and learning explicit and visible in all classrooms.
- Development of a cyclical approach to the phases of moderation whereby teachers work in sectors/ cohorts internally utilising the Flexible Student Free Days over the course of the school year. This includes at least two structured external moderation and calibration opportunities.

Our school will improve student outcomes by

- Release classroom and specialist teachers to work collaboratively with each other and the Head of Department – Curriculum, to develop a greater understanding of, and engage with the school Phases of Moderation and Individual Case Management processes (\$31,891).
- Provide additional teacher and teacher aide support for literacy lessons and interventions (\$30,000).

Benjamin Reed
Principal
Petrie Terrace State School

Michael De'Ath
Director-General
Department of Education



**Queensland
Government**