

# Investing for Success

Under this agreement for 2019

Barambah Environmental Education Centre will receive

**\$5,362**

## This funding will be used to

Target	Measures
1. Deepen current assessment strategies to provide evidence of what students have learned from their holistic experience at the centre by 2020.	<ul style="list-style-type: none"> <li>• Baseline/endpoint               <ul style="list-style-type: none"> <li>○ Term 1 2019 Barambah Challenge journal responses by year 5/6 students with Term 4 2019 journal responses.</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Increasing % of students demonstrating deep reflective thinking as measured utilising the “<i>Evidence of Deep Reflection</i>” rubric (EDRR).</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ EDRR used to assess samples of student journal responses</li> <li>○ Moderation of teacher use of EDRR to ensure consistency of judgement of depth of student reflective thinking.</li> <li>○ Teacher developing performance planning includes pedagogical practices facilitating deep reflective thinking and journal writing.</li> <li>○ Records from coaching, observation and feedback activities establish change in teacher practice.</li> <li>○ Teacher planning meetings include review and refinement of journal template based on comparison evidence.</li> </ul> </li> </ul>
2. Deepen data literacy practices to support the assessment of holistic learning by 2020.	<ul style="list-style-type: none"> <li>• Baseline/endpoint               <ul style="list-style-type: none"> <li>○ Term 1 2019 data meeting minutes for student achievement until Term 4 2019.</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Minutes of quarterly data meetings show deepening data literacy Term 1 to Term 4.</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Plus, Minus, Interesting (PMI) tool used by teachers to report on their self-assessed data literacy each term.</li> <li>○ Professional Learning calendar includes targeted data literacy professional development for teachers.</li> <li>○ Review of teacher developing performance plans shows deepening data literacy.</li> </ul> </li> </ul>

## Our initiatives include

Initiative	Evidence-base
1. Development and implementation of an assessment strategy that utilises reflective thinking and journaling as evidence of holistic learning outcomes.	<ul style="list-style-type: none"> <li>• Akubuilu, Francis 2012 “Holistic Assessment of Student’s Learning Outcome” <i>Journal of Education and Practice</i> Vol 3, No 12.</li> <li>• Angelo, D 2013 ‘Identification and assessment contexts of Aboriginal and Torres Strait Islander learners of SAE’. <i>Language Testing and Assessment</i>, Vol. 2, pp. 67-102.</li> <li>• Dymont, J. E. and O’Connell, T. S. 2013 “Journal Writing in Experiential Education: Possibilities, Problems, and Recommendations.” <i>Eric Digest</i> Issue 86.</li> </ul>





	<ul style="list-style-type: none"> <li>• Gregg, Amy.(2009) "Journal Assignments for Student Reflections on Outdoor Programs" <i>Journal of Physical Education, Recreation and Dance</i>. Volume 80, Issue 4.</li> <li>• Sharratt, L, &amp; Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, US</li> <li>• Stuart, M and Stainthorp, R 2015, <i>Reading Development and Teaching</i>. Sage, London.</li> </ul>
2. Development of a data process relevant to the Barambah context that supports the assessment of holistic learning.	<ul style="list-style-type: none"> <li>• Walpole, S &amp; McKenna, M 2017 <i>How to Plan Differentiated Reading Instruction</i>, New York, The Guildford Press.</li> <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> </ul>

### Our school will improve student outcomes by

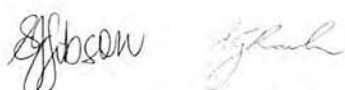
1.

Actions	Costs
Supporting a key teacher to lead the development and implementation of the assessment strategy, including targeted professional learning for teachers.	TRS \$1000
Providing journaling resources and planned opportunities in camp programs for students to use reflective thinking and journaling to demonstrate deepening of learning.	Resources \$3500

2.

Actions	Costs
Supporting a key teacher to identify and utilise data expertise in the broader Outdoor and Environmental Education Centres (O&EEC) sector, and lead the development of the Barambah data process.	TRS \$1000
Targeted professional learning to enhance the data literacy capacity of teaching staff.	nil

\* Costs are approximate.



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