

Great Results Guarantee

Under the agreement for 2015 Moorooka State School will receive

\$221,770*

*Estimated on 2014 data. Actual funding will be determined after 2015 enrolment data is finalised.

This funding will be used to

- Enhance 2014 GRG school programs to increase the percentage of students meeting the school's benchmarks in reading, writing and numeracy
- Continue 2014 GRG programs to support teacher capability in interrogating literacy/numeracy data to improve student outcomes
- Maximise overall literacy/numeracy outcomes for all students, including the percentage of students achieving at or above NMS for literacy/numeracy by 2016 – cohort based:

<u>Year 3:</u>	<i>Reading</i>	<i>Aiming for:</i>	<i>NMS - 82.0%</i>	<i>U2B – 24.0%</i>
	<i>Numeracy</i>	<i>Aiming for:</i>	<i>NMS – 82.0%</i>	<i>U2B – 24.0%</i>

<u>Year 5:</u>	<i>Reading</i>	<i>NMS from 86.2% (2013) to 90.0%</i>	<i>U2B from 37.9% (2013) to 40.0%</i>
	<i>Numeracy</i>	<i>NMS from 85.7% (2013) to 89.5.0%</i>	<i>U2B from 21.4% (2013) to 26.5%</i>

- Develop individual support plans for students who do not meet NMS in Years 3 and 5
- Continue to implement and enhance existing literacy/numeracy programs and provide targeted intervention to meet identified student needs
- Regular review of data using local measures identified in the Assessment and Monitoring Framework
- Provide structured workshop opportunities for parents/carers to support literacy/numeracy growth at home

Our strategy will be to

- Target specific groups of students (eg not meeting NMS in Years 3 and 5) by providing them with access to specific intense/research-based intervention and appropriate resources
Evidence: Carol Ann Tomlinson. 2004. "How to Differentiate Instruction"
Fountas & Pinnell Leveled Literacy Intervention (LLI) System Case Study
- Appoint Pedagogical Coach to provide staff with onsite professional development and training:
 - assisting staff with explicit teaching strategies and intervention skills;
 - strengthening curriculum implementation from P-6;
 - monitoring student academic growth;
 - supporting students with individualized and differentiated learning opportunities*Evidence:* Fleming, J & Kleinhenz, E. 2007. "Towards a Moving School"
Archer, Anita. 2011. "Explicit Instruction: Effective and Efficient Teaching"
Hattie, John
- Increase student support (learning difficulties and extension) through supplementing WSS-SLR funding
Evidence: Carol Ann Tomlinson. 2004. "How to Differentiate Instruction"
Hattie, John. 2012. "Visible Learning"

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- Provide additional language intervention for EAL/D students
Evidence: ASG Early Intervention Research Program (<http://www.asg.com.au/asgeirp>)
- Regularly review student performance data.
- Provide ongoing support to classroom teachers to develop data-driven strategies
Evidence: Moorooka State School Assessment and Monitoring Framework
Hattie, John. 2012. "Visible Learning"
- Appoint additional classroom teacher to maintain effective junior school class sizes
Evidence: Blatchford, Bassett, Brown. 2011. "Examining the effect of class size on classroom engagement and teacher-pupil interaction"
- Appoint Indigenous Support T/A to ensure closing the gap strategies for indigenous students are enacted
Evidence: Education Queensland: <https://indigenousportal.eq.edu.au/Pages/home.aspx>

Our school will improve student outcomes by

<ul style="list-style-type: none"> • Supplement literacy intervention programs: <ul style="list-style-type: none"> - Read It Again – Foundation Q - Reading our Way - Leveled Literacy Intervention (Fountas & Pinnell) - Additional school-wide reading/literacy/numeracy materials 	\$25170.00
<ul style="list-style-type: none"> • School-wide literacy/numeracy data collection and analysis: <ul style="list-style-type: none"> - Pat-R and Pat-M - other tools as outlined in the MSS Assessment & Monitoring Framework 	\$3000.00
<ul style="list-style-type: none"> • Support materials and resources to support program implementation: <ul style="list-style-type: none"> - specific literacy/numeracy resources as identified by Pedagogical Coach to support classroom teachers 	\$10000.00
<ul style="list-style-type: none"> • Staff professional development: <ul style="list-style-type: none"> - interpreting data - implementing Leveled Literacy Intervention - literacy coaching 	\$15000.00
<ul style="list-style-type: none"> • Engage support staff to deliver targeted intervention: <ul style="list-style-type: none"> - supplement WSS-SLR Model: GO 0.5, SWD 0.5, and STLaN 0.5 - Employ 1.0 Pedagogical Coach - Employ Additional Teacher Aides (LLI, literacy/numeracy intervention) - Employ Indigenous Support T/A 	\$168600.00
<ul style="list-style-type: none"> • Engage additional classroom teacher to reduce class sizes in junior years 	



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