

Great Results Guarantee

\$173,500*

**Under this agreement for 2014
Moorooka State School will receive**

This funding has been used to:

- Increase the percentage of students meeting the school's reading benchmarks**
All students across P to 7 have been individually tested, reading levels of individual students determined with a variety of support measures in place.
- Improve teacher capability in interrogating literacy/numeracy data to improve student outcomes**
Staff effectively utilise literacy/numeracy data to inform planning and determine student needs.
- Maximise overall literacy/numeracy outcomes for all students, including the percentage of students achieving at or above NMS for literacy/numeracy by 2015:**

<i>Year 3:</i>	<i>Reading</i>	<i>NMS from 86.2% to 92.0%</i>	<i>U2B from 37.9% to 45.0%</i>
	<i>Numeracy</i>	<i>NMS from 85.7% to 92.0%</i>	<i>U2B from 21.4% to 30.0%</i>
<i>Year 5:</i>	<i>Reading</i>	<i>NMS from 89.2% to 95.0%</i>	<i>U2B from 27.0% to 35.0%</i>
	<i>Numeracy</i>	<i>NMS from 83.3% to 90.0%</i>	<i>U2B from 16.7% to 25.0%</i>

Progress is being made in the review of our NAPLAN historical data to ensure curriculum delivery for 2015 better meets the needs of the students and addresses areas where students have not performed as well.
- Develop individual support plans for students who do not meet NMS in Years 3 and 5.**
Individual plans have been developed in consultation with classroom teacher, administration team, STLaN and other support staff.
- Review and enhance existing literacy/numeracy programs and provide targeted intervention to meet identified student needs**
Valuable resources are now available to fully support targeted intervention programs across all areas of the school.
- Regular review of data using local measures identified in the Curriculum & Assessment Framework**
Curriculum and Assessment Framework reviewed and redeveloped. Improved local assessment measures.
- Increase parent awareness of literacy/numeracy through additional support**
Parents of students receiving intervention are well informed. Regular meetings arranged and information sent home outlining programs and student progress. Student achievement recognised on parade through Awards.

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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
- Provide professional development and training to staff to assist with explicit teaching strategies and intervention skills
Evidence: Fleming, J & Kleinhenz, E. 2007. "Towards a Moving School"
Archer, Anita. 2011. "Explicit Instruction: Effective and Efficient Teaching"
- Co-ordinate the additional intervention through STLaN and ESL Teacher timetables
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 Curriculum and Assessment Framework
Hattie, John. 2012. "Visible Learning"
- Appoint Community Liaison Officer to provide support to support EAL/D families/parents
Evidence: Genesse, Fred. 1994. "Educating Second Language Students"

Our school will improve student outcomes by

<ul style="list-style-type: none"> • Purchase and implement the following literacy intervention programs: <ul style="list-style-type: none"> - Read It Again – Foundation Q - Reading our Way - Leveled Literacy Intervention (Fountas & Pinnell) <i>Additional levels have been purchased to ensure the program is available across all year levels of the school. Newly released assessment modules have been purchased and made available to staff. Realignment of measures used to determine student reading levels implemented.</i> 	\$ 35000.00
<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 Moorooka State School Curriculum and Assessment Framework 	\$ 5000.00
<ul style="list-style-type: none"> • Support materials and resources to support program implementation: <ul style="list-style-type: none"> - establishing intervention work area (student equipment) - filing systems for managing intervention materials - additional iPads to support existing technology in school ¹ 	\$ 9500.00

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<ul style="list-style-type: none"> Professional Development to support all staff: <ul style="list-style-type: none"> - interpreting data - implementing Leveled Literacy Intervention - literacy coaching³ 	\$ 4000.00
<ul style="list-style-type: none"> Engage support staff to deliver targeted intervention: <ul style="list-style-type: none"> - Increase STLaN support from 0.5¹ to 0.6 <ul style="list-style-type: none"> - overseeing in introduction of intervention programs - data collection and analysis of targeted students - student intervention - Employ 0.2 Literacy Coach <ul style="list-style-type: none"> - ongoing support to teaching staff in literacy skills and strategies - Employ Additional Teacher Aides <ul style="list-style-type: none"> - student intervention (Reading Our Way, LLI) - developing support materials for intervention programs - Community Liaison Officer² <ul style="list-style-type: none"> - Homework Club (EAL/D students) - support programs for EAL/D parents/care-givers <p><i>Some changes were necessary with the CLO position. Towards the end of 2014 we had employed a person to manage the school's homework club and an additional staff member to provide more community involvement in the school. This position is evolving.</i></p> 	\$ 110000.00
<p>¹ Additional funding from other GAPS payments received by the school. ² In addition to other roles funded within the school. ³ Continuation of literacy coaching through renegotiation of Teacher-Librarian duties</p>	

Craig Kerwin
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Moorooka State School

Dr Jim Watterston
Director-General

Colour Codes Used

- Green - Achieved or Exceeded
- Amber - Substantial Progress
- Red - Limited Progress