

# Great Results Guarantee

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

**\$163,500\***

**This funding will be used to**

- Increase the percentage of students meeting the school's reading benchmarks
- Improve 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 2015:

|                |                 |                                |                                |
|----------------|-----------------|--------------------------------|--------------------------------|
| <u>Year 3:</u> | <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> |
| <u>Year 5:</u> | <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> |

- Develop individual support plans for students who do not meet NMS in Years 3 and 5.
- Review 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 Curriculum & Assessment Framework
- Increase parent awareness of literacy/numeracy through additional support

**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"

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## Our school will improve student outcomes by

|   |              |
|---|--------------|
| <ul style="list-style-type: none"> <li>Purchase and implement the following literacy intervention programs:                             <ul style="list-style-type: none"> <li>- Read It Again – Foundation Q</li> <li>- Reading our Way</li> <li>- Leveled Literacy Intervention (Fountas &amp; Pinnell)</li> </ul> </li> </ul>  | \$ 35000.00  |
| <ul style="list-style-type: none"> <li>School-wide literacy/numeracy data collection and analysis:                             <ul style="list-style-type: none"> <li>- Pat-R and Pat-M</li> <li>- other tools as outlined in the Moorooka State School Curriculum and Assessment Framework</li> </ul> </li> </ul>  | \$ 5000.00   |
| <ul style="list-style-type: none"> <li>Support materials and resources to support program implementation:                             <ul style="list-style-type: none"> <li>- establishing intervention work area (student equipment)</li> <li>- filing systems for managing intervention materials</li> <li>- additional iPads to support existing technology in school <sup>1</sup></li> </ul> </li> </ul>   | \$ 9500.00   |
| <ul style="list-style-type: none"> <li>Professional Development to support all staff:                             <ul style="list-style-type: none"> <li>- interpreting data</li> <li>- implementing Leveled Literacy Intervention</li> <li>- literacy coaching <sup>3</sup></li> </ul> </li> </ul>   | \$ 4000.00   |
| <ul style="list-style-type: none"> <li>Engage support staff to deliver targeted intervention:                             <ul style="list-style-type: none"> <li>- Increase STLaN support from 0.5<sup>1</sup> to 0.6                                     <ul style="list-style-type: none"> <li>- overseeing in introduction of intervention programs</li> <li>- data collection and analysis of targeted students</li> <li>- student intervention</li> </ul> </li> <li>- Employ 0.2 Literacy Coach                                     <ul style="list-style-type: none"> <li>- ongoing support to teaching staff in literacy skills and strategies</li> </ul> </li> <li>- Employ Additional Teacher Aides                                     <ul style="list-style-type: none"> <li>- student intervention (Reading Our Way, LLI)</li> <li>- developing support materials for intervention programs</li> </ul> </li> <li>- Community Liaison Officer<sup>2</sup> <ul style="list-style-type: none"> <li>- Homework Club (EAL/D students)</li> <li>- support programs for EAL/D parents/care-givers</li> </ul> </li> </ul> </li> </ul> | \$ 110000.00 |
| <sup>1</sup> Additional funding from other GAPS payments received by the school.<br><sup>2</sup> In addition to other roles funded within the school.<br><sup>3</sup> Continuation of literacy coaching through renegotiation of Teacher-Librarian duties   |              |



**Craig Kerwin**  
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Director-General

