

# Great Results Guarantee

Under the agreement for 2015

Woodridge North State School will receive

**\$319,370\***

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

## This funding will be used to

- Release personnel to collect, collate and utilise base-line prep data from Term 1 testing, to enable identification of students who will be able to achieve reading benchmarks and those who will require a learning support plan because of specific identified needs.
- Purchase additional Speech Language Pathology time to support Prep Start program implementation. By the end of 2015, 90% of students who do not require learning support plans will be at or above reading level 6.
- Purchase additional personnel for targeted intervention programs to achieve improved reading outcomes for students from Years P-6.
  - By the end of Term 2, 2015, 90% of Year 1 students who do not have learning support plans, will be at or above reading level 9. By the end of Term 4, 2015, 90% will be at or above reading level 15.
  - By the end of Term 2, 2015, 90% of Year 2 students who do not have learning support plans, will be at or above reading level 18. By the end of Term 4, 2015, 90% will be at or above reading level 23.
  - By the end of Term 2, 2015, 90% of Year 3 students who do not have learning support plans, will be at or above reading level 26. By the end of Term 4, 2015, 90% will be at or above reading level 30 or at PROBE Set 7.
  - By the end of Term 2, 2015 90% of students from Years 4-6 who do not have learning support plans, will have reach the appropriate PROBE levels Year 4 Set 9, Year 5 Set 11 and Year 6 Set 13.
- Use purchased personnel to ensure that additional high-impact targeted reading and numeracy practices continue to be embedded across P-6 with particular emphasis being given to students in Years 3 and 5 who are just below NMS or just below the U2B levels.
- Use Indigenous teacher aide time to help Close the Gap between Indigenous learning outcomes and attendance and non-Indigenous learning outcomes and attendance.
- Provide training for key teachers as beginning teacher mentors to provide support for relevant teachers.
- Increase teacher capacity through focused coaching and professional development to improve student performance.
- Purchase of TRS to support class teachers with data collections. Time provided to enable PL teams to meet for professional dialogue, data interrogation & evidence-based planning.
- Purchase of any resources which will assist teachers in implementing a quality curriculum through high-impact strategies that are research-based.

## Our strategy will be to

- Track student achievement using assessment for, as and of learning (diagnostic, formative and summative) as per our Curriculum, Assessment and Reporting Plan.

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- Collect and analyse data – teachers and curriculum leaders – and use as a guide to making judgments and to ensuring the curriculum is differentiated according to needs.
- Utilise Master Teacher to provide instructional coaching across P-6 for Mathematics to improve student outcomes and teaching expertise in data based identified areas.
- Review performance data using short term data cycles for reading (Semester 1) and for reading, writing and numeracy (Semester 2).
- Continue to use Early Start Literacy test in Terms 1 and 4 for Prep and roll out Early Start Literacy tests in Years 1 and 2 in Term 4, 2015.
- Continue to use PM Benchmarks from Prep to Year 3 where appropriate at the end of each Term, as per 2015 Assessment Schedule.
- Collect additional Year 1/2 data through Words Their Way, Letters and Sounds and Concepts of Print each term throughout 2015.
- Use Year 2 Term 4, 2014 data to guide intervention, teaching and learning for Year 3.
- Use PAT R and PROBE reading assessment for Years 2-6 where appropriate.
- Collect evidence using Early Start Numeracy test in Terms 1 and 4 for Prep and roll out Early Start Numeracy tests in Years 1 and 2 in Term 4, 2015.
- Continue to use Numeracy Checklist in OneSchool to collect on-going data for Year 1.
- Collect PAT R data in Term 3 in Years 2-6 and analyse through rolling meetings.
- Use Instructional Coaching to help roll out Daily Five and Literacy CAFE across the school, with flexible grouping strategy to gather students working towards a common learning goal. Use peer coaching for teacher self-identified areas of improvement – may align with the PDP goals and/or aspects from the Australian Standards for Teachers.
- Develop learning support plans and implement these for SWD, EAL/D students, students in the care of the state and students with learning and/or behaviour difficulties. Continual reviews of progress regarding these students.
- Use additional purchased personnel to support small groups during 40 minute rotations during the literacy and numeracy blocks.
- Use models such as instructional coaching, peer coaching and lesson observations to provide timely and specific feedback to teachers. Use classroom walk throughs to provide feedback about signature practices at the school with a focus on a specific area at any given period of walk throughs.
- Continue working with an external provider to enhance school practices, feedback to students, health and well-being of school community members.
- Continue to have students setting achievable and aspirational reading, numeracy and social-emotional learning goals in negotiation with the class teach throughout the year. The conferencing will involve reflection and effective feedback to and from students.



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## Our school will improve student outcomes by

<ul style="list-style-type: none"> <li>• Purchase of additional teachers to support intensive, high-yield literacy/numeracy teaching strategies and to release key teachers to support key curriculum support roles.</li> </ul>	\$237663
<ul style="list-style-type: none"> <li>• Purchase of 1.0 teacher aide as part of the support provision teams.</li> </ul>	\$38,557
<ul style="list-style-type: none"> <li>• Purchase of additional SLP 0.2 to support Prep Start literacy program.</li> </ul>	\$17,999
<ul style="list-style-type: none"> <li>• Purchase of contract LOTE teacher to support Japanese cultural and language studies.</li> </ul>	\$15,069
<ul style="list-style-type: none"> <li>• Purchase of TRS for data rolling meetings with individual teacher and curriculum leaders, for literacy/numeracy testing to obtain base line and on-going data re student learning progress, for data analysis, discussion and evidence based planning with a particular emphasis on lifting the performance of students just below the benchmarks and for students in or close to the U2Bands.</li> </ul>	\$22,768
<ul style="list-style-type: none"> <li>• Purchase of resources for Prep Start and ACER materials ordered in 2014 from 2014</li> </ul>	\$5,900
<b>Total Expenditure for 2015 (includes carry forward of \$18,586)</b>	<b>\$337,956</b>



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