Great Results Guarantee

Under the agreement for 2015
Goondiwindi State School will receive

$193,640*

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

This funding will be used to

- Improve the percentage of year 3 students National Minimum Standards (NMS) in reading from 88.2% in 2014 to 96% and Upper 2 Bands (U2B) from 21.1% in 2014 to 30% in 2015.
- Increasing the proportion of Year 5 students in
  - Reading NMS from 77.3% in 2014 to 90% in 2015.
  - Reading U2B from 14.7% in 2014 to 20% in 2015.
  - Writing NMS from 54.1% in 2014 to 80% in 2015.
  - Writing U2B from 1.4% in 2014 to 15% in 2015.
- Increase the percentage of Prep students achieving Darling Downs South West Reading targets from 27% in 2014 to 50% in 2015.
- Increase the percentage of students in Year 4 achieving Darling Downs South West Reading targets from 69% in 2014 to 75% in 2015.
- Increase the % of students achieving a ‘C’ standard or above in English in Year 4 from 40.8% in 2014 to 60% in Year 5 2015.

Our strategy will be to

- Build teacher capabilities in Explicit Instruction and the teaching of Reading, Writing and spelling.
- Provide professional development and coaching to build teacher capabilities in the teaching of Reading.
- Provide focused and intensive teaching to students requiring additional support to demonstrate outcomes against the ACARA year level achievement standards.
- Facilitate action research to verify and refine the effectiveness of strategies which are aimed at supporting student achievement in English.
- Provide focused speech and oral language intervention to students identified as requiring additional support.
- Continue to develop the culture, processes and protocols of observation and feedback to support professional development and encourage reflective practice and action learning.
- Extend teacher capacity to design curriculum aligned assessment and monitoring tasks for short term data cycles.
Our school will improve student outcomes by

<table>
<thead>
<tr>
<th>Actions</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Employ a Speech Language Pathologist (.2FTE) to assess teacher-referred students in Prep to Year 2, develop oral language programs and share implementation with a teacher aide, train teacher aides and parents and monitor student progress.</td>
<td>$132841</td>
</tr>
<tr>
<td>• Employ additional EAL/D teacher (.2 FTE) to work in classrooms using MulitLit – MiniLit and Reading Tutor and Levelled Literacy Intervention to develop student literacy skills.</td>
<td></td>
</tr>
<tr>
<td>• Employ additional teacher aide (EAL/D) (1.0 FTE) to support the implementation of short-term, data driven interventions aimed at supporting students improved learning outcomes in literacy.</td>
<td></td>
</tr>
<tr>
<td>• Employ additional teacher aide, professional development and resources for reading decoding intervention training aligned with the MulitLit program, MiniLit.</td>
<td></td>
</tr>
<tr>
<td>• Employ additional teacher aide and professional development for them in comprehension intervention aligned with Levelled Literacy Intervention and associated resources to support this intervention.</td>
<td></td>
</tr>
<tr>
<td>• Engage the services of a specialist Reading Consultant to provide professional development and coaching for teachers in all year levels.</td>
<td>$11748</td>
</tr>
<tr>
<td>• Continue to provide professional development for teachers and teacher aides in the program 7 Steps in Writing.</td>
<td>$10050</td>
</tr>
<tr>
<td>• Implement a whole school approach in the teaching of Writing aligned with 7 Steps in Writing.</td>
<td></td>
</tr>
<tr>
<td>• Employ an additional teacher (.2 FTE) to support Prep and Year 1 teachers for fortnightly data collection to monitor specific interventions. Data is then shared with a member of the leadership team and used by teachers to review and refine their teaching and strategy to more effectively support students to achieve age appropriate learning outcomes.</td>
<td>$17984</td>
</tr>
<tr>
<td>• Build upon teacher capabilities in Explicit Instruction through professional development and observation and feedback cycles.</td>
<td>$14217</td>
</tr>
<tr>
<td>• Provide all teachers professional development in the effective teaching of spelling.</td>
<td>$6800</td>
</tr>
</tbody>
</table>

Research

Archer, AL and Hughes, CA 201, Explicit Instruction: Effective and Efficient Teaching, Guilford Press, NY.

Timperley, H 2009, Using Assessment Data for Improving Teacher Practice (online)


Darling Downs South West, 2014 Trial Schools outcomes of Comprehension Support Program (schools included Gatton State School and Darling Heights State Schools)
Great Results Guarantee

Measures

2015 NAPLAN data – Reading, Writing, Spelling
PAT Reading
PM and Probe reading assessments
Words Their Way Spelling Inventory
South Australian Spelling Assessment
A-E achievement data
Observation and Feedback data

Principal name: Carmel Schaumburg
Principal
Goondiwindi State School

Dr Jim Watterston
Director-General
Department of Education, Training and Employment