

# Great Results Guarantee

## Under the agreement for 2015 Nundah State School will receive

# \$313,537\*

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

### This funding will be used to

- Increase the percentage of students meeting the National Minimum Standard in (2015 targets)
  - Reading to 94.5% for Year 3 and to 95% Year 5;
  - Writing to 97.5% for Year 3 and to 95% Year 5;
- Early recognition, assessment and intervention of students experiencing learning difficulties;
- Early identification of students who could be in Upper Two bands for monitoring and targeting in R2L / L2R lesson planning;
- Classroom teachers to develop learning plans for students who are below the National Minimum Standard, with clear goals, timelines and improved regular monitoring systems;
- Improve teacher capability through focused coaching and professional development to improve accuracy and use of data tools, and student performance in Reading and Writing (School Data and Naplan);
- Increase the percentage of students in the NAPLAN upper two bands in
  - Reading to 52% Year 3; and to 48% Year 5;
  - Writing to 40% for Year 3; to 20% for Year 5;
- Increase the percentage of 'C and above' English results from 82% to 90% for yrs 1-5; and the number of A-B% from 41% to 50%;
- PM Reading - Achieve Regional Benchmarks P – 8, 1 – 19, 2 – 26 with confidence in assessments;
- R2L Scores Writing - 95% to meet end of year benchmark scale (on marking guide);
- Pat R – increase number of students in upper stanines.

### Our strategy will be to

- **READING TO LEARN / LEARNING TO READ**
  - Continue to embed Australian Curriculum English and Literacy (General Capabilities);
  - Maintain focus on the clear improvement agenda via the well-developed plan to foster improved student learning across the school. The priority is the implementation of *Reading to Learn* (R2L) methodology;
  - Utilising a research and evidence based approach staff will work collaboratively with the Leadership Team, including Master Teacher, to enhance pedagogy and assessment practices in line with the current reform agenda of DET;
  - Maintain the quality programs and processes created to monitor and target student performance including *Individual Student Reading Plans L2R*, *Student Portfolios*, *R2L Action Research Data*, *Individual Student Learning Journey* and *Class Differentiation Cones*.
- **USING DATA AND FORMATIVE ASSESSMENT TO INFORM TEACHING**
  - Maintain clear and strong alignment between the use of data, explicit improvement agenda and targeted use of resources;
  - Continue to develop the whole school data plan and include professional development around analysis and action;
  - Ensure student performance targets are aspirational and generate staff ability to contribute meaningfully to attainment of GRG targets through a process of "putting faces on the data" and ongoing monitoring;
  - Develop and implement a program of professional learning for staff in the use of data;
  - Maintain the drive to personalise learning in particular develop skills in teacher feedback to students, use of formative assessment through ASOT, Putting Faces on the Data and Embedded Formative Assessment;
- **PROFESSIONAL LEARNING AND CAPABILITY**
  - Develop a whole school professional learning plan that aligns with the school's narrow and sharp explicit improvement agenda. Professionalism of staff is maintained through training opportunities, performance frameworks and leadership structures;
  - Further develop the informal mentoring and coaching practices into systematic formal mentoring and coaching programs for all teachers and leaders;
  - Further develop teacher's Developing Performance Framework (DPF) to align directly to the school's strategic direction and inform the Professional Learning Plan;
  - Further develop capacity and capability of Leadership Team to support and challenge themselves and their teams through mentoring and coaching.

### Our school will improve student outcomes by

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<p>Implementing and Embedding <b><u>Reading to Learn (R2L) and Learning to Read (L2R)</u></b></p> <ul style="list-style-type: none"> <li>➤ Continue to implement a whole school approach to the teaching of reading and writing supported by appropriate staff training and resources.</li> <li>➤ Provide new staff with the intensive 8 day training and professional development for all teachers and the leadership team to implement a whole school pedagogical process that sets high expectations, and scaffolds learning to achieve these.</li> <li>➤ Work collaboratively with other R2L schools to develop whole-school and unit plans that ensure reading and writing are explicitly taught, monitored and assessed in English.</li> <li>➤ Maintain leadership team structure to enable ongoing coaching and supervision of a year level.</li> <li>➤ Review and refine Independent Reading Pedagogy and Plans (Learning2Read).</li> <li>➤ Review and refine moderation strategies around making reporting based judgments in order to ensure valid and consistent allocations of individual student levels of achievement, including development of bank of 'A-E' student work samples from units (begin with English).</li> <li>➤ Provide additional teacher aide support in classrooms to support the implementation of R2L and L2R teaching.</li> </ul>	<p>\$ 200 000</p>
<p>Professional Learning: <b><u>Reading to Learn / Learning to Read and Leadership Capability</u></b></p> <ul style="list-style-type: none"> <li>➤ Provide ongoing planning in small groups and 1-1 in the curriculum design, and R2L planning, seeing this as an opportunity to deepen learning and to build capability.</li> <li>➤ Train School Coaches and Leadership Team in a Coaching program to enable quality reflection and feedback, and build a network of coaches across schools to develop rigor and consistency in practice.</li> <li>➤ Use Quality Standards for Pedagogical Process in teaching R2L stages, and L2R processes.</li> <li>➤ Building capacity of instructional leaders (leadership team, school coaches, and specialist support teachers).</li> <li>➤ Continue to create a climate of personal responsibility, accountability and culture of learning – Glasser Choice Theory, Reality Therapy and Lead Management Training.</li> <li>➤ Develop teacher aides' capacity to enhance literacy learning in collaboration with classroom teachers.</li> </ul>	<p>\$ 60 000</p>
<p>Monitoring and responding to individual student progress: <b><u>Data to inform planning</u></b></p> <ul style="list-style-type: none"> <li>➤ Review data sources and value to inform planning; clarifying purpose and use;</li> <li>➤ Training in accurate collection of Reading and Writing data;</li> <li>➤ Provide timely intensive support based on individual plans, particularly in the early years and for EAL students.</li> <li>➤ Using school-based and systemic data to develop individual learning plans that include individual learning goals and focus on areas of improvement with targeted learning goals.</li> <li>➤ Developing an ongoing cycle of data collection and monitoring individual student progress with classroom teachers.</li> <li>➤ Develop a system of monitoring individual student / class / year level progress against GRG-Strategic Plan targets.</li> <li>➤ Develop and continuously monitor and adapt individual learning plans for students with disabilities and learning difficulties, training staff in making appropriate adjustments.</li> <li>➤ Ensure teacher year level meetings are conducted regularly with the classroom teachers contributing to the agenda, and based on current needs (with a focus on student work and student data).</li> <li>➤ Work with Master Teacher on data collection regarding Year Prep-1 Action Research.</li> </ul>	<p>\$ 53 537</p>



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