

# Great Results Guarantee

**Under the agreement for 2015  
Redlynch State College will receive**

**\$436,450\***

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

## This funding will be used to

- Guarantee that every student will either:
  - Achieve NMS in literacy and numeracy for their year level and achieve reading benchmarks in Prep to Year 3 **OR**
  - Have an Individual Support Plan in place with individually modified reading targets.
- Increase the percentage of students meeting the NMS in Year 3 Reading from 88% to 94% in 2015.
- Increase the percentage of Prep students achieving PM Benchmark 9 from 80% to 90% in 2015.
- Increase the percentage of Year 1, 2 and 3 students achieving Regional PM Benchmarks to 90%, 80% and 80% respectively by end 2015. (Yr 1, PM 19, 67% to 90%; Yr 2, PM 23, 75% to 80%; Yr 3, PM 27, 68% to 80%).
- Increase the percentage of students meeting the NMS in Year 9 Reading from 89.9% to 93% in 2015 and 96% in 2016.
- Increase the percentage of students meeting the NMS in year 9 Numeracy from 93.2% to 95% in 2015 and 96% in 2016.
- Increase the percentage of students meeting the NMS in year 9 writing from 74.3% to 90% in 2015 and 92% in 2016.
- Increase the % of students attaining a QCE from 74% in 2014 to 85% in 2015 and 90% in 2016.

## Our strategy will be to

- Fund Literacy Coaches (Prep to Year 9) to:
  - Build teacher capability in the explicit teaching of reading and the collection and analysis of reading data and planning for differentiation through professional learning and focused coaching.
  - Build early years and learning support teacher aide capability in the teaching of reading through professional learning.
  - Support the development of 'pre-prep' reading programs and the delivery of workshops to support the development of early foundational reading skills.
  - Lead classroom teachers in improving student outcomes through focused coaching and professional development in the area of reading with 95% of Prep to Yr 3 teachers proficient in the teaching of reading, along with 50% of Prep teachers moving towards highly accomplished in the teaching of reading (as per the FNQ Improving Teacher System), by end 2015.
  - Lead classroom teachers in Yr 4 to 6 in improving student outcomes through focused coaching and professional development in the area of reading, with a focus on explicit teaching of comprehension and vocabulary.
  - Develop daily consolidation activities for all Secondary English/Humanities teachers.
  - Review and lead NAPLAN strategy
  - Develop electronic diagnostic testing tools on iPad's to check for understanding of literacy concepts.
  - Continue to support year 7, 8 and 9 teachers in becoming proficient in the use of literacy strategies in their subject context.

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- Fund a Numeracy coach (year 4 to 9) to:
  - Build teacher capacity in the explicit teaching of numeracy, analysis of class data and planning for differentiation through professional learning and focused coaching sessions.
  - Review and lead NAPLAN strategy
  - Develop a pedagogy for all foundation numeracy skills across years 4 to 9.
- Support the resourcing and implementation of foundation learning programs, including development of facilities.
- Key staff, including Learning Support Teachers and Teacher Aides, to work with classroom teachers in developing consistency of practice and supporting intervention at the second and third tier.
- Develop ISPs for students who are below NMS in literacy and numeracy. School target -95% of students with an ISP achieve their modified goals.
- Increase teacher aide hours in the early years to support teachers in the teaching of reading.

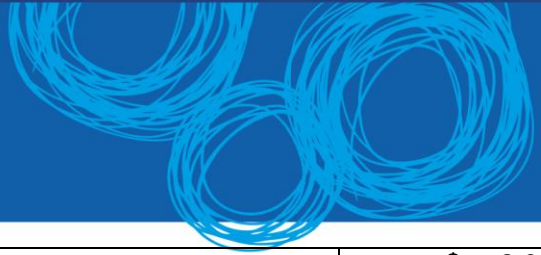
## Evidence:

- The Big Six of Reading - Hollingsworth and Ybarra, Hattie, Bayetto, Konza
- Explicit teaching - Archer & Hughes, Explicit Instruction: Effective and Efficient Teaching, 2011
- Response to Intervention (RTI) based on levels or tiers of intervention. (Wood, 2008)
- Foundation Learning Programs - Jolly Phonics. Empirical evidence supports a synthetic approach to teaching phonics for beginning and struggling readers (Johnson & Watson, 2003, 2005; NICHD, 2000; DEST, 2005; Rose, 2006). Also recommended by FNQ Region.
- Early Start Materials - developed by the Australian Council for Educational Research (ACER) in partnership with Education Queensland
- Collaborative Inquiry Model - (EQ Teaching and Learning and FNQ Region model for review of data).
- Literacy for Learning- Australian Edition- Teacher Development Course (Government of South Australia)

## Our school will improve student outcomes by

Capability Development Programs <ul style="list-style-type: none"> <li>• Employ reading coaches to build teacher and teacher aide capacity in the explicit teaching of reading, the Big 6 and the analysis of data to inform teaching practices. (1.9FTE)</li> <li>• Employ a numeracy coach to build teacher capacity in the Year 4 to 9 Mathematics teams (0.6FTE HOD)</li> <li>• Build capability through the use of external and internal expertise to support the reading coach.</li> </ul>	\$222,450  \$ 3,000
Other Human Resources <ul style="list-style-type: none"> <li>• Additional hours for teacher aides trained in the teaching of reading to support classroom reading and intervention programs</li> <li>• Provide time for teachers to collate and analyse reading data and plan for differentiation</li> <li>• Provide time for teachers and key staff to develop individual support plans and meet with parents/carers to develop modified reading goals</li> </ul>	\$149,000 \$ 22,000 \$ 3,000
Physical Resources <ul style="list-style-type: none"> <li>• Continue to support the resourcing of foundation learning programs and diagnostic testing materials - Jolly Phonics, PM Benchmark kits, PAT testing materials, iPad's</li> <li>• Provide purpose built guided reading desks for classroom P-3</li> </ul>	\$ 30,000 \$ 2,000

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<ul style="list-style-type: none"> <li>Library cataloguing and covering of books</li> <li>Resource NAPLAN strategy</li> </ul>	\$ 2,000
<b>Community Programs</b> <ul style="list-style-type: none"> <li>Resource the development of a “pre-prep” reading strategy and delivery of workshops with both human and physical resources</li> </ul>	\$ 3,000
<b>TOTAL</b>	<b>\$436,450</b>

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