

Great Results Guarantee

**Under the agreement for 2015
Collingwood Park State School will receive**

\$256,377*

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

This funding will be used to

Ensure that every student will either:

- a. Achieve the National Minimum Standard for literacy and numeracy for their year level, or
- b. Have an evidenced-based plan, developed by the school, in place to address their specific learning needs
 - Increase by 10% the number Prep students reading a DRA level 10 or higher (2015)
 - Increase by 10% the number of Year 1 students reading a DRA level 20 or higher (2015)
 - Increase by 10% the number of Year 2 students reading a DRA level 30 or higher (2015)
 - Increase by 10% the number of students in the upper 3 stanines of PAT Reading – Years 2,3, and 4
 - Increase by 10% the number of students in the upper 3 stanines of PAT Mathematics for Years 2,3 and 4
 - Every student accessing a different year level curriculum (that is, with an individual curriculum plan) will achieve a 'C' standard or better against the relevant year-level achievement standard

Our strategy will be to

Build Staff Capacity

- Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning.
- Provide professional development and coaching to ensure teachers are able to deconstruct Australian Curriculum: English content and provide targeted and scaffolded instruction to ensure highly effective first teaching of essential concepts and skills in every classroom.
- Embed collaborative data inquiry processes in order to further build teachers' ability to interpret data, identify and develop effective teaching practices and implement differentiated instruction in each classroom.

Provide Intervention and Support

- Identify Prep students on entry to Prep using Early Start (numeracy), QTOL, writing sample and SPAT (oracy and literacy) to develop and implement targeted intervention programs.
- Implement learning plans for those students at risk of not meeting NMS in Year 3 and 5 literacy and numeracy.

Engage the Community

- Provide education for parents of pre-Prep students to support the development of oral language and early literacy and numeracy skills at home.
- Develop a network of local early childhood providers and kindergartens to enhance knowledge of on-entry to Prep expectations and to assist in a smooth transition of children into Prep.

Evidence Base:

- Archer, AL and Hughes, CA, 2011 *Explicit instruction: Effective and Efficient Teaching* Guildford Press, NY.
- DuFour, R and Dufour, R, 2010 *Learning by doing: A handbook for professional learning at work, 2nd edition* Hawker Brownlow Education, Victoria.
- Sharratt, L and Fullan, M, 2012 *Putting Faces on the Data*, Corwin.

Great Results Guarantee

Our school will improve student outcomes by

Strategy	Costing
<ul style="list-style-type: none"> Employ a <i>Lead Coach – Peer Coaching</i>, to further develop and embed school Peer Coaching program 	\$40,000
<ul style="list-style-type: none"> Provide release time for teachers to participate in collegial observation and feedback processes. Provide teacher release time for coaching in use of data to inform planning and implementation of differentiated teaching and learning programs 	\$75,000
<ul style="list-style-type: none"> Employ a <i>Key Teacher - Engagement</i> to develop staff capacity to manage complex behavior cases and implement school Attendance Policy – 3 days per fortnight 	\$ 25,000
<ul style="list-style-type: none"> Employ a <i>Numeracy Coach</i> 2 days per week to build teacher capacity to use data to differentiate instruction 	\$32,000
<ul style="list-style-type: none"> Employ an <i>Early Intervention Coach</i> one day per week to further build capacity of early years teachers to collect, collate and analyse data in order to develop effective intervention programs for students 	\$18,000
<ul style="list-style-type: none"> Provide professional learning opportunities for teacher aides, eg through MSSWD online modules and school based programs 	\$2,000
<ul style="list-style-type: none"> Employ additional EAL teacher time (1 day per week) to work with teachers of EAL/D students in use of EQ Bandscales to develop learning goals for specific students and to plan and implement differentiated lessons 	\$6,000
<ul style="list-style-type: none"> Employ additional teacher aide time in Early Years classrooms to assist in provision of targeted intervention 	\$53,877
<ul style="list-style-type: none"> Employ a Playgroup facilitator to co-ordinate a weekly playgroup on school site, incorporating Koala Joeys program 	\$4,500
Total	\$256,377



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