

# Great Results Guarantee

Under this agreement for 2014

Kingaroy State School will receive

**\$109,038**

## This funding will be used to

Guarantee that every student at Kingaroy State School will either:

- **Achieve NMS in literacy and numeracy for their year level or**
- **Have an evidence based learning plan in place to address their specific learning needs.**
- Increase the % of Year 3 students meeting NMS in reading from 87% to 92% by 2014 and to 95% by 2015
- Increase the % of Year 3 students in the U2B in reading from 31% to 35% by 2014 and to 40% by 2015
- Improve teacher capabilities, including pedagogical practice and data analysis, through professional development and focused feedback, to achieve improved student outcomes.
- Continue to develop and establish further Early Years networks including ECDP and relationships with local child care providers and kindergartens in order to improve oral language skills of students upon entry to prep.

## Our strategy will be to

- Review student data on a short cycle basis to inform and adjust curriculum, resources and pedagogy decisions.
- Build teacher capability in explicit teaching and consolidations through coaching, feedback, classroom observations and targeted professional development.
- Engage parents and community in meaningful relationships resulting in mutual obligations from all key stakeholders.
- Evidence:
  - Archer, Anita, Hughes, Charles – Explicit Instruction, Effective and Efficient Teaching, Guilford Press, 2011.
  - Fullan, Michael – The six secrets of change, 2008.
  - Hattie, John – Visible Learning for Teacher, Maximizing Impact on Learning, Rutledge, 2012
  - Lemov, Doug - Teach Like a Champion, Jossey-Bass, USA. (2010)

## Our school will improve student outcomes by

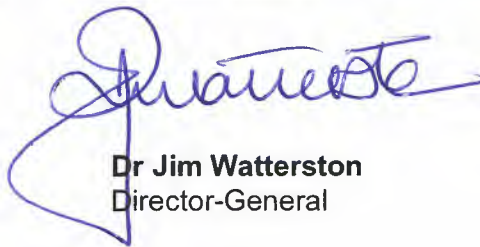
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| • Employing a teacher to work with small groups of Year 2 & 3 students, identified by data (PAT R Stanine 2 /3 and PAT R Stanine 7/8/9) to provide intensive intervention and explicit instruction in areas of need or extension into the upper two bands in reading. Program to include: NAPLAN familiarisation, reading stamina, phonological skills, word study, and higher order thinking skills linked to comprehension strategies. | • \$ 18 000 |
| • Engaging year 3 students identified as PAT R Stanine 4/5/6 in Regional year 3 Project 600 intervention.  | • \$ 300    |
| • Releasing teachers to implement On Entry to Prep Early Start Screener material to establish base line data. Develop individual learning plans from this data.  | • \$ 2 500  |
| • Employing a highly skilled Teacher Aide for the remainder of 2014 @ 25hrs per week to deliver Chatterbox Oral Language program to prep students identified by on entry to Prep Early Start Screener. Role will also include the coordination of Reading Eggs across the school to support teachers and students with accessing this resource.  | • \$ 37 500 |

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| <ul style="list-style-type: none"> <li>Engaging a teacher 0.4 (12 months) to deliver ELF and PAL early literacy programs to identified students including procurement of program resources.</li> </ul>   | <ul style="list-style-type: none"> <li>\$ 44 000</li> </ul>     |
| <ul style="list-style-type: none"> <li>Introducing an incentivised home reading program across all year levels in order to increase participation rates and improve student outcomes in reading.</li> </ul>  | <ul style="list-style-type: none"> <li>\$ 1 500</li> </ul>      |
| <ul style="list-style-type: none"> <li>Undertaking parent and community education sessions around the importance of attendance and home reading, leading to the development of a mutual agreement between the school and community.</li> </ul>   | <ul style="list-style-type: none"> <li>\$ 1 000</li> </ul>      |
| <ul style="list-style-type: none"> <li>Procuring an online reading program as one component of the whole school reading strategy that links home reading to the teaching of reading in classrooms.</li> </ul>  | <ul style="list-style-type: none"> <li>\$ 1 500</li> </ul>      |
| <ul style="list-style-type: none"> <li>Auditing the teaching of reading at Kingaroy State School using First Steps in Reading and the Explicit Teaching Sequence. Revise and refine whole school approach to teaching reading to ensure consistency across classrooms and evidence based strategies are taught in each classroom.</li> </ul>   | <ul style="list-style-type: none"> <li>\$ 1 200</li> </ul>      |
| <ul style="list-style-type: none"> <li>Working with the cluster, the Pedagogy Coach and Regional Curriculum team to develop a comprehensive PD program to build teacher capability in consistently using 'High Yield Teaching Strategies' in their classroom practice.</li> </ul>  | <ul style="list-style-type: none"> <li>\$1 200</li> </ul>       |
| <ul style="list-style-type: none"> <li>Building teacher capacity in data analysis and development of targeted teaching strategies by releasing teachers (internal relief) to work with pedagogy coach. Maintain and enhance established GIFTS program (Great Ideas for Teachers)</li> </ul>  | <ul style="list-style-type: none"> <li>School Budget</li> </ul> |
| <ul style="list-style-type: none"> <li>Developing a "cycle of review" which provides opportunities to collect, analyse and share data. Trial implementation of Pre/Post Mathematics testing regime focused on short cycle data and using evidence to inform pedagogy and assess success of teaching episodes.</li> </ul>   | <ul style="list-style-type: none"> <li>\$ 338</li> </ul>        |
| <ul style="list-style-type: none"> <li>Maintaining all current intervention support for extension reading groups and high needs students.</li> </ul>   | <ul style="list-style-type: none"> <li>School Budget</li> </ul> |
| <ul style="list-style-type: none"> <li>Creating a culture of intent to improve whereby all teachers demonstrate accountability and ownership for every student's learning, an intimate knowledge of every learner, use short cycle data and close monitoring of individual enablers and blockers for learning. Develop and refine Kingaroy State School Charter of Expectations and Pedagogical Framework as drivers of this agenda</li> </ul> | <ul style="list-style-type: none"> <li>Nil</li> </ul>           |



**Michael Flood**  
Principal  
Kingaroy State School



**Dr Jim Watterston**  
Director-General