

# Great Results Guarantee

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

**\$109,470\***

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

### This funding will be used to

- Support all eligible students in Years 3 and 5 to achieve the NMS as reflected in NAPLAN testing.
- Increase the percentage of students achieving a 'C' standard or above in Mathematics in Prep to Year 6.
- Increase the percentage of students achieving a 'C' standard or above in English across Prep to Year 6.
- Support each student at risk of not achieving NMS (as reflected in internal school data) with tailored support programs and particular emphasis in Years P-3.

### Our strategy will be to

- Implement a coaching model to increase teacher expertise and knowledge in Explicit Instruction and teaching of reading enabling a sharper and more effective delivery of classroom curriculum across the school. This coaching model will include: formal coaching and mentoring, peer and collegial support and feedback and collective planning, moderation and reflection time.
- Implement a clear and sharp focus upon reading strategies and comprehension across the school.
- Implement an explicit intervention program focusing on foundation Literacy skills.
- Embed an effective Internal Monitoring data collection framework to guide teacher's collection and analysis of standardised student data. Analysis is to provide informed student intervention strategies and support within the classroom.
- Develop teacher aide training and practices to support students learning needs within their classrooms, during instruction.
- Establish a professional learning community of school leaders or teachers (from cluster or 'like' schools) to share and evaluate strategies and their impact.
- Identify students with learning difficulties and those at risk of falling behind their peers (Guidance Officer services).

#### Research base:

Archer, AL and Hughes, CA 2011 Explicit instruction: Effective and Efficient Teaching Guildford Press, NY.

DuFour, R and Fullan, M 2013 Cultures built to last: systemic PLCs at Work Hawker Brownlow Education, Victoria.

### Our school will improve student outcomes by

STRATEGY	COST
Employing an additional Guidance Officer 15 days (Term 1/Term 4) to assess all identified students, and develop structured cognitive referrals and intervention plans.	\$10 000
Providing TRS to enable teaching teams to engage in collaborative data inquiry, peer observation and professional conversations, coaching and feedback.	\$18 000
Purchasing of resources to enhance student engagement and support differentiated practice in reading.	\$30 000
Teacher professional development and Coaching in the support/training in Explicit Instruction and Reading Comprehension (Lyn Sharratt and Kay Rankin).	\$20 000
Utilising additional teacher aide hours to provide targeted support to students identified as demonstrating difficulties and delays with their Literacy and Numeracy learning.	\$18 470
Ongoing professional development for identified teachers in Yumi Maths training.	\$10 000
Targeted resources for intervention programming.	\$3 000
<i>Total</i>	<b>\$109 470</b>



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Principal  
Lowood State School



**Dr Jim Watterston**  
Director-General  
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