

Great Results Guarantee

Under the agreement for 2015 Coopers Plains State School will receive

\$108,740*

*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 school's Reading and Mathematics benchmarks to 85% by 2016
- Improve teacher capability in interrogating and understanding literacy and numeracy data to improve student outcomes
- Maximise overall literacy and numeracy outcomes for all students, including the percentage of students achieving at or above National Minimum Standards for Literacy and Numeracy and the percentage of students achieving in the Upper Two Bands by 2016

Strand	Year Level	Measure	From (2014)	To (2016)
Reading	3	NMS	100%	100%
		U2B	23.1%	45%
	5	NMS	81.8%	100%
		U2B	18.2%	45%
Numeracy	3	NMS	96.2%	100%
		U2B	19.2%	28%
	5	NMS	90.9%	100%
		U2B	12.1%	20%

- Develop and implement individual support plans for students in Years 3 and 5 who do not meet National Minimum Standards in Literacy and Numeracy
- Enhance existing Literacy and Numeracy programs and provide targeted intervention and extension to meet identified student improved student outcomes.

Our strategy will be to

- Target specific groups of students by providing them with access to specific intense, research-based intervention and appropriate resources
Evidence:
 - Carol Ann Tomlinson. 2004 "How to Differentiate Instruction"
 - Fountas & Pinnell Levelled Literacy Intervention (LLI) System Case Study
- Provide professional development and training to staff to assist with explicit teaching strategies and intervention
Evidence:
 - Marzano. Robert. J. 2007 "The Art and Science of Teaching"
 - Fleming, J & Kleinhenze, E. 2007 "Towards a Moving School"
- Coordinate the additional intervention through STLaN , Lead Teacher-Reading and Lead Teacher-Numeracy
Evidence:
 - ASG Early Intervention Research Program (<http://www.asg.com.au/asgeirp>)
- Regularly review student performance data
Evidence:
 - Hattie, John. 2012 "Visible Learning"
 - Coopers Plains State School Curriculum and Assessment Framework

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Our school will improve student outcomes by

<ul style="list-style-type: none"> • Employing support staff to deliver targeted intervention and extension <ul style="list-style-type: none"> - Increase STLaN support from 0.4 to 0.6 <ul style="list-style-type: none"> ○ <i>Overseeing introduction and implementation of intervention (Reading and Numeracy)</i> ○ <i>Data collection and analysis of targeted students</i> - Lead Teacher-Reading 0.5 <ul style="list-style-type: none"> ○ <i>Overseeing implementation of a consistent pedagogical approach to the teaching of Reading</i> ○ <i>Implementation of intervention/extension programs (Reading)</i> - Lead Teacher-Numeracy 0.6 <ul style="list-style-type: none"> ○ <i>Overseeing implementation of a consistent pedagogical approach to the teaching of Numeracy</i> ○ <i>Implementation of intervention/extension programs (Numeracy)</i> 	<p>\$96,740</p>
<ul style="list-style-type: none"> • Purchase of support materials and resources <ul style="list-style-type: none"> - Levelled Literacy Intervention Fountas and Pinnell - Benchmark assessment System Fountas and Pinnell - Numeracy resources 	<p>\$4000</p>
<ul style="list-style-type: none"> • School-wide literacy/numeracy data collection and analysis: <ul style="list-style-type: none"> - Pat-R and Pat-M - Other tools outlined in the Coopers Plains State School Curriculum and Assessment Framework 	<p>\$4000</p>
<ul style="list-style-type: none"> • Professional development for teachers and support staff <ul style="list-style-type: none"> - Interpreting data - Differentiation - Consistent and effective pedagogical practices in Reading and Numeracy - Literacy and Numeracy Coaching 	<p>\$4000</p>

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