Great Results Guarantee

Under the agreement for 2015
Innisfail State College will receive $256,821*

*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 or numeracy for their year level or
  - have an evidence based learning plan in place to address their specific learning needs.
- Increase the percentage of students in the NAPLAN upper two bands (U2B) from 8.6% in 2014 Year 9 numeracy to 15% in 2015 Year 9 numeracy.
- Increase the percentage of students in the NAPLAN upper two bands (U2B) from 10.8% in 2014 Year 9 reading to 15% in 2015 Year 9 reading.
- Increase the percentage of students in the NAPLAN upper two bands (U2B) from 10.5% in 2014 Year 9 writing to 15% in 2015 Year 9 writing.
- Increase the percentage of students at or above the NAPLAN National Minimum Standard from 83.8% in 2014 Year 9 numeracy to 90% in 2015 Year 9 numeracy.
- Increase the percentage of students at or above the NAPLAN National Minimum Standard from 70.2% in 2014 Year 9 reading to 80% in 2015 Year 9 reading.
- Increase the percentage of students at or above the NAPLAN National Minimum Standard from 94.5% in 2014 Year 9 writing to 95% in 2015 Year 9 writing.
- Achieve Year 7 National Minimum Standard (NMS) and U2B percentages in all strands of testing at minimum 80% and 20% respectively.

Our strategy will be to

- Increase teachers’ repertoire of effective strategies for teaching text processing and comprehension across learning areas (our college-wide focus on reading).
- Develop collaborative data inquiry processes, to build teachers’ ability to interpret data, identify and scale-up effective teaching practices and differentiate better (our MSSWD involvement scaled-up, implementation of improved data plan).
- Engage and then better prepare and support teacher aides to consolidate student learning in numeracy and literacy (including oral language and metalinguistics) (a trained and professional teacher aide supporting every Year 7 and 8 Maths and English class).
- Reorganise learning in Year 7 and 8 Maths and English classes to reflect core skills and strands of at-level-learning.
- Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning (expert teaching coaching).
- Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards (Tier 1, 2 and 3 interventions working for every child in Junior Secondary Maths and English and every Year 11 and 12 student at risk of not achieving a QCE).
- Build teacher capability in gathering and using evidence to determine the different year-level curriculum some students require and to develop and successfully implement ambitious but achievable individual curriculum plans.
Our school will improve student outcomes by

- Develop, resource and implement a professional development and coaching program to support teachers in data gathering, collation, analysis and use.
- Develop and implement a whole school approach to teaching reading.
- Engage the services of an experienced teacher/s or provide TRS to release a teacher to develop programs/materials to use in working with specific students on particular learning goals and to provide professional development to staff in gradually shifting responsibility to students, monitoring techniques and extending students’ thinking.
- Employ an Explicit Instruction and Classroom Routines coach (1 HOC FTE) plus top-up by 0.1 HOC FTE the Master Teacher to build teacher capability in teaching using high-yield pedagogy in every Year 7 English, Maths, Science and Social Science classroom plus Year 8 and 9 Maths and English.
- Employ teacher aides (six extra) and arrange for teacher aides to engage with MSSWD online modules (for example, understanding autism spectrum disorder, dyslexia and significant learning difficulties, motor coordination, hearing loss, speech and language and communication needs) plus receive training in the delivery of direct instruction programs to better enable us to provide focused, Tier 1 and 2 at-level learning suited to student ability.
- Continue to provide accelerated learning programs in maths and English to enable students to work at-level.
- Rearrange the learning in Year 7 and 8 Maths and English to be stranded (rather than unitised), providing opportunity for teaching and learning the meta-language and distinct skills required by students to enable them to better recognise task requirements, and achieve improved outcomes.

<table>
<thead>
<tr>
<th>Teacher aides</th>
<th>Purchase 6 aides</th>
<th>$222,000</th>
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<tbody>
<tr>
<td>Explicit Instruction coach</td>
<td>Purchase 1 HOC</td>
<td>$34,821</td>
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<td></td>
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<td>$41,381 remaining 2014 GRG</td>
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<td>$21,000 from Literacy/Numeracy funding</td>
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Mrs Kate MacDonald  
Principal  
Innisfail State College

Dr Jim Watterston  
Director-General  
Department of Education, Training and Employment