

Great Results Guarantee

**Under the agreement for 2015
Mudgeeraba Creek State School will receive**

\$195 387*

*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 National Minimum Standard in reading from 92.1% to 96% in 2015 for Year 3 students and increase in U2B from 40% to 43%.
- Improve teacher capability through focused coaching in data analysis and using data to inform teaching and learning; professional development to improve student engagement and performance.
- Provide resources to support teachers to personalise learning and better engage students, ensuring all early years' classrooms have access to Wi-Fi connected iPads daily for literacy activities.
- Increase the percentage of students in the NAPLAN Upper Two Bands in reading from 38% (2013) to 53% for Year 3 students within two years (by 2016).

Our strategy will be to

- Review student performance data to inform the next teaching and learning cycle every five weeks for P-6.
- Provide teachers with iPads to enable improved collection and management of student data in the classroom environment and support teachers in the development of digital pedagogy in their classroom.
- Continue the development of a consistent approach to the identification of reading needs of students, targeting teaching of these needs and assessing according to the needs.
- Provide the professional development and support through the Mudgeeraba Creek Coaching and Feedback model to ensure teaching and learning is effective, targeted, focused and responsive to student needs.
- Continue the implementation of an explicit Oral Language Programme in Prep and extend the programme to Year 1.
- Engage community members in pre prep play based programme with oral language as key focus to build emergent literacy skills.
- Ensure teachers are supported in providing effective individualised learning opportunities within their classrooms by teacher aides who regularly and consistently work with students under the direction of the classroom teacher's program of support. Purchasing additional teacher aides will assist in providing a more supportive, targeted timetable to every classroom.

Evidence:

- Hattie, John – Visible Learning for Teacher, Maximising Impact on Learning, Rutledge, 2012
- Sharrat, L & Fullan, M – Putting Faces on the Data, Corwin Publication, 2012
- Stuart S. Yeg, The Cost-Effectiveness of 22 Approaches for Raising Student Achievement, IAP, 2011.
- Marzano, Robert J. – The Art & Science of Teaching (ASoT), 2007

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Our school will improve student outcomes by

<ul style="list-style-type: none"> Extend a professional development program around data analysis that supports individual teachers to build their capacity to identify and respond to student needs around reading. Develop teacher understanding of assessment of reading and identification of targeted strategies to support student learning. 	\$ 28,000
<ul style="list-style-type: none"> Provide Wi-Fi connection throughout teaching blocks 	\$ 60,000
<ul style="list-style-type: none"> Provide teaching staff with a dedicated teacher iPad and accessories to develop electronic recording and management of student data and enhance capability of staff in using iPads. 	\$ 26,000
<ul style="list-style-type: none"> Purchase literacy and maths resources including recognised reading and phonics teaching resources including apps and online reading subscriptions to support individualised learning in the early years, engage students with reading difficulties and extend capable readers. 	\$ 8,387
<ul style="list-style-type: none"> Continue to develop Pre-Prep, Prep and Year 1 oral literacy programs guide class teachers in the development of early literacy skills. Provide a Speech Language Pathologist 0.2 to lead this programme. Train staff (teacher and teacher aide) to deliver pre prep program such as "Koala Joeys Family Program" and develop program at MCSS. 	\$ 30,000
<ul style="list-style-type: none"> Develop engagement of Aboriginal & Torres Strait Islander children and families through an activity to share and cultural. Support attendance through developing closer relationships with families. 	\$ 5,000
<ul style="list-style-type: none"> Support professional development of a senior teacher as a Dyslexia Coach to work with other teachers across the school in supporting teachers who teach students with dyslexia. 	\$ 8,000
<ul style="list-style-type: none"> Provide additional teacher aides to support personalised learning and engagement of students with additional support needs including students below NMS in literacy or numeracy, Indigenous students and students who use English as an additional language in P-2. 	\$ 10,000
<ul style="list-style-type: none"> Provide teacher at 0.1 to support P-2 teachers in developing data management and using data more effectively and other teaching support positions to coach implementation of ASoT and initiatives such as Words Their Way. Provide Seven Steps to Writing Success professional development for some staff. 	\$ 20,000

Deirdre von Guilleaume
Principal
Mudgeeraba Creek State School

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