# Great Results Guarantee

## LOTA STATE SCHOOL
### Great Results Action Plan
#### 2014 - 2016

### Focus Areas:
- Reading
- Phonics
- Spelling
- Maths - Problem Solving

### Strategies to Achieve This:

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Funding Use</th>
<th>Targets</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refine School Programs</td>
<td>- Refine school-based teaching of reading, phonics and spelling programs including year level focused teaching, and student targets. Source: South East Region Guidelines and Research for Whole School Reading Programs. Tran, F. Teaching Kids to Read.</td>
<td>Term 2 - for the commencement of term 2, curriculum leaders have refined and planned year level curriculum programs. Term 2 - provision of professional development to implement curriculum programs. 2016 Current year 1 students: Yr3 Reading - 95% above NMS 35% U2B Yr3 Spelling - 90% above NMS 30% U2B Current year 3 students: Yr5 Reading - 90% above NMS 35% U2B Yr5 Spelling - 90% above NMS 25% U2B</td>
<td>Purchase of high interest guided reading material for students in Yrs 4 to 7: $600 Money from school funds to supplement up to $3,000.</td>
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<td>Professional Learning</td>
<td>- Provide teaching and support staff (including teacher aides) with professional development to plan and implement curriculum programs into classroom practice.</td>
<td>By completion of 2014, 100% of P to Yr7 teachers engaged with the Literacy Coach to increase capability in the planning, teaching and monitoring of student learning across focus areas.</td>
<td>Employ Literacy Coach 2 days/week x 34 weeks $27,200 Release time for Teachers to work with: Literacy Coach Curriculum Leaders Professional Learning Equivalent of: 2 days/week x 34 weeks $27,200</td>
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<td>Implementation</td>
<td>- Employ Literacy Coach to coach/mentor teachers: -Data coaching to analyse student achievement. -Reflection to identify gaps in student learning. -Modelling of teaching and learning strategies into planning and teaching practice. -Development of Individual Student Learning Plans to support identified students. -Provision of quality feedback to students. -Self and peer reflection on planning and teaching practices. Source: Mazarno &amp; Simms. Coaching Classroom Instruction. -Speech Pathologist to provide modelling of metalinguistics and phonological awareness to Prep and Year One teachers.</td>
<td>By completion of 2014, 100% of P to Yr7 teachers engaged with the Literacy Coach to increase capability in the planning, teaching and monitoring of student learning across focus areas. 100% of teachers use information gained through monitoring student achievement to adjust planning cycle to suit learning needs.</td>
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### ENGLISH

- Reading
- Phonics
- Spelling

- P-7

### Monitor and Feedback
- Curriculum Leaders:
  - Monitor and provide feedback to teachers on planning and implementation of curriculum programs into teaching practice. Provide teachers with feedback on the monitoring of student achievement and adjusting the curriculum planning cycle to suit learning needs.

- P-7
• Curriculum Leaders access professional learning: -Coaching, Mentoring and provision of quality feedback to staff to increase individual capability and student achievement.

All Curriculum Leaders, by the completion of 2014, engaged in regional professional development.

**MATHS Problem Solving**

• Provide professional learning for all staff in the planning and teaching of maths problem solving. 

• Refine school-based teaching of reading, phonics and spelling programs including year level focused teaching and student targets. 

By completion of term 3 all P to Yr7 teachers and Teacher Aides have engaged in regional professional development with learning reflected in planning and classroom practices.

Item analysis of NAPLAN Numeracy tests show increased results in multi-step problem solving questions - yr3 to yr5 from 2014, 2015 & 2016.

**FOCUS AREA** | **FUNDING USE** | **TARGETS** | **FUNDING**
--- | --- | --- | ---
**ENGLISH** | **Reading** | **Implement targeted programs which support and address gaps in student learning** -Metalinguistics in the Prep classroom. -Read it Again Program. -Sight Word automaticity building. -Developing vocabulary. -Focus on decoding and segment and blending to aid reading and spelling. -Reading comprehension. | **100% of students identified as underachieving in one or more of the focus areas** | **Employ Teacher Aide**
12hrs/wk x 30wks | $9 000

**Phonics** | **Spelling** | **100% of identified students, who are not a student with disability/suspected disability, will record positive increases in their knowledge and skills performance from one data analysis period to another.**

**P-4** | **Developmentally target students with learning needs** | | **Additional 4 weeks to be supplemented from school account.**

• Work within the cluster to develop 'pre-prep' reading programs, and provide 'reading workshops' to parents.

• Speech Pathologist to provide phonological awareness and reading practice workshops during the pre-Prep Orientation process.

**TOTAL ALLOCATION:** $64 000

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Principal  
On behalf of the Lota State School Community

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