**Great Results Guarantee**

Under this agreement for 2014
Parkhurst State School will receive

This funding will be used to

- Increase the percentage of 2014 Parkhurst State School Year Three students achieving at and above the national minimum standard for **Reading** to 96% (from 92.3% in 2013), in **Writing** (including grammar, punctuation and spelling) to 95% (from 90% in 2013) and Numeracy to 95% (from 92.5% in 2013).
- Develop and maintain **Individual Learning Guarantees** for all identified learners predicted to perform below the national minimum standard and the school’s 2014 **reading** target of 95%, **writing** target of 95% and **numeracy** target of 95%. Increase the individual A to E reading and writing performance of all Year Four to Seven learners to at and above the school’s target of 80% of all learners achieving at or above a ‘C’ standard by the end of 2014. Increase the representation of Year Threes in the Upper Two NAPLAN Bands of **Reading** to 50% (from 28.2% in 2013) and in **Writing** to 80% (from 27.4% in 2013) through explicit daily classroom literacy routines and intensive intervention programs.

Our strategy will be to

- Maintain school-wide five weekly data capture cycles for **reading**, **writing**, extending to **numerosity** to monitor all learners’ performance, narrowing to two weekly cycles for all identified students, using PM Benchmarks, PAT-R, PAT-V, ‘Words Our Way’ and ‘Early Start’ materials in Prep as key consistent assessment tools.
- Deliver intensive, **daily** literacy and numeracy intervention programs for all identified ‘at risk’ learners in Years One to Three through explicit instruction and predictable and consistent routines, informed by assessment from existing data capture cycles.
- Facilitate intensive small group classroom literacy and numeracy workshops twice weekly by Teachers and Teacher Aides to support all identified Year Four to Seven learners predicted not to achieve a ‘C’ standard for reading and writing.
- Develop and improve Teacher and Teacher Aide capability in designing and delivering explicit reading, writing and numeracy instruction and focused intervention through training and coaching to address learners’ diagnosed literacy and numeracy needs, as evidenced through five weekly data captures, NAPLAN practice data and sector moderation.

**Evidence Source:** Archer, A and Hughes, C : Explicit Instruction, The Guilford Press, 2011
Fuller, M : All Systems Go, Corwin Publications, 2010

Our school will improve student outcomes by

- Increasing Teacher Aide access across all classrooms to co-deliver daily structured and explicit guided reading, writing and numeracy intervention programs.
- Purchasing additional home reader texts, guided reading resources and online reading materials to support school-wide literacy program delivery, with an emphasis on Prep to Year Three.
- Supplement current standardised assessment tools (PM Benchmarking Kits and PROBE) to increase teacher access.
- Building the capacity of all Teachers through release time, coaching and professional development to further scrutinise data and explicitly deliver and differentiate reading, writing (including grammar, punctuation and spelling) and numeracy programs for all learners identified or predicted not to meet the national minimum standards.

- **$40,000**
- **$10,000**
- **$3,489**
- **$11,000**

Lyle Walker
Principal
Parkhurst State School

Dr Jim Watterston
Director-General

Great state. Great opportunity.