Overview
In 2015 GRG was renamed as I4S. The GRG/I4S funds were prioritised into five target groups – literacy, numeracy, EAL/D, senior schooling and professional learning. With a range of qualitative and quantitative data available to inform decisions, it was decided that a hybridised approach would be appropriate and this aligned to our pedagogical framework, curriculum structure and professional learning model.

Literacy Strategy
ALL JUNIOR SECONDARY STUDENTS:
- Cross curricula NAPLAN preparation which included, in particular, generic structure and close reading of curriculum texts across curriculum areas.
- Developing reading priorities and strategies. Rigorous reading strategies implemented in all core curriculum areas with the completion of a whole school strategy, Reading to Understand, supported by whole school professional learning. Program written and implemented by specialist teachers, supported by teacher aides with identified target students in the U2B and L2B.

SMALL GROUPS:
- Tutorials – targeting individual students based on academic and NAPLAN data. Small group structure utilised with a specialist teacher/teacher aide addressing content from a range of curriculum areas.

Numeracy Strategy
ALL JUNIOR SECONDARY STUDENTS:
The GRG/I4S funding has been used to continue to review all junior work programs and assessment items in relation to literacy and numeracy demands. Significant professional learning has been completed with staff via the PLC structure to better understand the criteria. This in turn has led to improved practice by teachers so that students receive meaningful feedback to inform their learning. There has been a focus on the language of numeracy and a whole school numeracy strategy has been written in readiness for implementation in 2016.

SMALL GROUPS:
A school based program for students who don't reach curriculum standards has been implemented. This program aligns to ACARA grades 5 - 7 standard (for 7 & 8) and an 8 standard (for 9). With the outcome ideally transitioning the student into mainstream when possible and dependant on the individual needs of the identified students. The teacher was supported by a numeracy teacher aide.

WHOLE SCHOOL:
Data analysis has been completed and a professional development program is in progress which highlights the difference between numeracy and mathematics. This emphasises the responsibility across all curriculum areas.

Extra lessons on numeracy skills have been integrated into Kedcare lessons and the Year 7 curriculum with an additional numeracy lesson timetabled. Numeracy programs have been run for both extension (U2B) and lower band (L2B) students.

More teacher aides have been employed and placed in maths classes allowing more one to one opportunities for students to work with both teacher aides and teachers. This has also resulted in more maths tutorials being offered.
**EAL/D**

**SMALL GROUPS:**
Within the Year 8 cohort a group of 12-14 students were identified as needing the most intensive level of support. A Year 7 primary teacher was employed to act as a core teacher and to teach English, Maths, Science and History with a focus on the explicit teaching of literacy and numeracy. Pre and post testing as well as other forms of formative assessment have been utilised to monitor the language acquisition and application of this group.

**CLASS GROUPS:**
Seven teacher aides were employed to provide in class support to core ESL teachers. This enabled one to one and small group activities to be orchestrated with a focus on formative assessment to inform teacher practice.

**PROFESSIONAL LEARNING**
Using the Australian Professional Standards and our Professional Development Plans teachers self-identified their strengths and weaknesses in the teaching of literacy and numeracy across their curriculum areas. The data strongly indicated that staff were keen to engage with and collaborate with their peers for the purpose of professional learning. A literacy and numeracy co-coaching program was established. Called Professional Practice Partners, teachers are able to access a coach for assistance in developing and receiving feedback on their teaching of literacy and numeracy. Teachers choose from a ‘menu’ to best access the feedback and support they would like to collaborate around. The Writer’s Guide digitalisation has enabled increased collaboration around specific skills.

**QCE ATTAINMENT**
Through the utilisation of academic coaching and student tracking as well as a reinvigorated QCS & QCE programs, There was an overall increase in engagement in ensuring students were undertaking appropriate courses for their future and were being coached along the way to adjust as required. The employment of an additional support officer and contribution toward local pathways officer assisted in this goal.

**FINDINGS**
Some evidence of the gains achieved through the strategies:
Evidence is available through:

- Survey data- of students who have participated in the small groups and U2B and L2B projects. Across the projects 94% of students increased their result across a band. Target students have been identified for 2016.
- NAPLAN relative gain data in Year 7 & 9 for reading and numeracy has demonstrated strong gains for vast majority of students, in particular for students identified as below NMS.
- MYAT – within the target groups 90% experienced an improvement in either language, non verbal problem solving or numeracy acquisition.
- Academic reporting - an increase in the students results in both behaviour and effort reporting has been significant indicating an increased in student engagement and reengagement through the programs being offered to both EAL/D and mainstream students.
- Teacher’s formative assessment data indicates increased engagement especially in the smaller tutorial or class groupings.
- Class Action Plans completed with a focus on literacy and numeracy acquisition completed by 96% of teaching staff.
- Student Learning Goals completed by students in years 7 to 12.
- Video data – school based teacher models for teaching literacy shared amongst 100% of staff in professional learning strategy. An increase in KLA involvement across the junior and middle school with a focus in the Science and Social Science KLAs.
- BOOST data – an increase in the number of targeted students included in the hybridised program. Impacted on class formation and scaffolding with an increase in the number of students achieving at C level or above.
- Renewed programs for QCE saw over 96% of students complete a suitable senior pathway and acquired a QCE. Another strong improvement on previous years.
## GRG/ I4S Implementation Plan 2015

<table>
<thead>
<tr>
<th>Allocated Funds 2015</th>
<th>ESL</th>
<th>Literacy</th>
<th>Numeracy</th>
<th>Professional Learning</th>
<th>Senior Schooling</th>
</tr>
</thead>
<tbody>
<tr>
<td>NB. 2015 funds + 2014 carry-over</td>
<td>$455,000</td>
<td>$100,000</td>
<td>$100,000</td>
<td>$150,000</td>
<td>$55,000</td>
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</table>

### What was the evidence (data) telling us at the conclusion of 2015?
- Increased student numbers in both M and N groupings (across the bandscales) Small group/core group/core teacher approach is highly successful.
- Boys are underperforming on the NAPLAN test and disengaging from learning in term 3, Year8. Reengagement is ad hoc and not sustained.
- Student academic results were improving with the implementation of a feedback model.
- Increased engagement of teachers in implementing a pedagogical framework.
- QCE attainment and QCS results do not match improvement in academic achievement data.

### What specific improvement did we achieve in 2015?
- Movement from N to M group with some M students transitioning to mainstream core classes.
- Increased student numbers in Year 1 level.
- Boys are underperforming on the NAPLAN test and disengaging from learning in term 3, Year8. Reengagement is ad hoc and not sustained.
- Continued use of PLC structures.
- Increase in A – C QCS results and increased % of students receiving a QCE.

### What did we do to make the most difference to the learning outcomes of our students? How did this build on learning from 2014?
- Continued core teacher structure to be utilised in M and N group with pre and post testing based on language acquisition across semesters. Introduced P group for students performing at a prep to year 1 level.
- Core teachers in Junior Secondary trialled. Increased number of English lessons with Year 7 and 8 students completing a reading program with a focus on reading for understanding.
- Core teachers in Junior Secondary trialled. Increased number of Maths lessons with Year 7 and 8 students completing numeracy project each semester in a real life context.
- Continued alignment of PDP to Learning and Teaching agenda and EIP.
- Review of current practice at Hod day with a focus on Professional Learning requirements of teachers in relation to the senior phase of learning.

### What evidence or research supports the strategies we have selected to improve the targeted student outcomes?
- The evidence is aligned to the implementation of our pedagogical framework, The Art and Science of Teaching. Design Question 5 – What do we do to engage our students? Whilst improvements were noted in some areas in 2014 and 2015, the issue of disengagement and reengagement is significant. School based research informed by the school’s involvement in Learning Frontiers will continue to guide curriculum, assessment and pedagogical decisions to improve outcomes for all students. This sees a diversification on the 2015 I4S Plan with the ongoing inclusion of QCE acquisition and pathways progression as an issue to be addressed as per the school’s strategic plan.

### How did we expend GRG/ I4S funds to ensure those strategies are successfully implemented?
- 2 x specialist teachers in Junior Secondary.
- 6 x teacher aides
- Reading for Understanding Program – coordination.
- Kedcare coordination
- Coaching
- Collegial feedback for improved implementation of ASoT
- Reading for Understanding Program
- Continued PLC think tanks
- Collegial feedback for improved implementation of ASoT
- Completed internal review initiated on the 53 Hod day.
- Promote strategies to all staff.

### How will we measure the impact of our strategies?
- What ongoing monitoring and assessment will we use?
- How will data be collated and analysed and what collaborative data inquiry processes will we employ to enhance evidence-based decision making?
- Reporting data including:
  - Achievement
  - Effort
  - Behaviour
  - “in order to improve” comments Pre and post testing
  - Completion of Action Research cycle 3.
- Reporting data including:
  - Achievement
  - Effort
  - Behaviour
  - “in order to improve” comments
  - Completion of Action Research cycle 3.
- Reporting data including:
  - Achievement
  - Effort
  - Behaviour
  - “in order to improve” comments
  - Completion of Action Research cycle 3.
- Reporting data including:
  - Use of ASoT strategies
  - PDP – incorporating literacy and numeracy goals
  - Coaching engagement
  - Completion of Action Research cycle 2.
- QCS results
- QCE attainment %
- VET Certs attained
**LEARNING AND TEACHING AGENDA 2015**

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Practice</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiate teaching to meet the specific learning needs of students across the full range of abilities.</td>
<td>Establish challenging learning goals – explicit, challenging and achievable learning goals for all students.</td>
<td>Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.</td>
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<tr>
<td>Apply knowledge and understanding of effective teaching strategies to support students’ literacy achievement.</td>
<td>Use ICT safely, responsibly and ethically – incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</td>
<td>Participate in learning to update knowledge and practice, targeted to professional needs and school/system priorities.</td>
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**NUMERACY**
- To reduce number of YR: 9 students in BAND 5 & 6 for NAPLAN to less than 15%
  - Adjust on test data plan to lower 9%
- To increase the top two bands to 30% of cohort in YR: 7 and 25% in YR: 9.
- To achieve 90% of students in Years 7 to 10 achieving C or higher in LoA.

**LITERACY**
- **READING (NAPLAN)**
  YR: 7 – L2B – reduce to 7%/ U2B – improve to 49%  
  YR: 9 – L2B – reduce to 15%/ U2B – improve to 35%
- **WRITING (NAPLAN)**
  YR: 7 – L2B – reduce to 13%/ U2B – improve to 26%  
  YR: 9 – L2B – reduce to 19%/ U2B – improve to 32%
- **ENGLISH/ MATHS/ SCIENCE LoA or Above**
  YR: 7 – English (82%)/ Maths (85%)/ Science (88%)  
  YR: 9 – English (84%)/ Maths (82%)/ Science (88%)  
  YR: 9 – English (97%)/ Maths (84%)/ Science (85%)

**ATTENDANCE**
- To increase overall school attendance rate to greater than 94%

**BEHAVIOUR & EFFORT**
- To sustain or increase the number of students receiving a satisfactory or above on academic reporting in Behaviour & Effort at 98%.

**YEAR 12**
- OP - to increase OP 1to 15 to greater than 70%
- QCE - to increase QCE attainment to 100%
- QCS – to increase the number of students receiving a C or above to greater than 80%

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**Plan and Act**
- Develop strategy
- Align resources
- Implement plan

**Review**
- Gather information
- Analyse data
- Make decisions

- Class Action Plans and Student Learning Goals developed using specific teaching activities and/or strategies to meet individual strengths and weakness of students.
- Great Results Guarantee Action Research
- Learning and Teaching Agenda 2015
- Professional Learning – targeting literacy, numeracy and The Art and Science of Teaching and Co-Coaching
- Review and implement revised QCS program including parent engagement

**Respond**
- Consolidate
- Change what we do
- Change how we decide what to do

- Teaching activities developed as a result of collaborative planning or consultation with the ESL teacher/Counsellor/Aboriginal Education Assistant, YLC’s, L/ Support Coordinator.
- Publish student work samples linked to excerpts from program or lesson plans demonstrating literacy and/or numeracy strategies and student learning to identify effective practice. (Updated Writer’s Guide)
- Lesson evaluation notes where the teacher evaluates the lesson based on the level of achievement of goals and utilisation of proficiency scales indicating student improvement.
- Participation in PLC structures to collaboratively share and plan – literacy, numeracy, co-coaching and ASoT.
- Identify most effective means to engage with parents and carers and partner with community groups.
- Assessment task exemplars created with staff that include clear guidelines to students about plagiarism, referencing conventions and academic honesty.
- Utilisation of common task sheet.

**Impact on Student Learning**
- Curriculum tailored to suit needs.
- Strengths bolstered, goals targeted.
- Learning more student centred.
- Common understanding of ‘differentiation’ definition.
- Consistency of approach for both teachers and students.
- Adaption of curriculum
- Literacy improvement through shared dialogue and language and goals and objectives.
- Consistency of delivery & improved outcomes
- Student ownership of learning
- Greater shared understanding of expectations and outcomes
- Imp/ higher order thinking skills.
- Safety on task
- Improving engagement
- Links to school core values
- Adjustment on students’ abilities
- Students feel safe
- Fixing under-performing tasks
- Develop as individuals
- Practice more aligned with student needs
- Tailor QCS preparation based on ‘gaps’
- Increase knowledge of EAL pedagogy
- Range of strategies to cater for diverse populations (grounded in practice)
- Parents & Students feel included in outcomes and learning opportunities
- Deepen community engagement
- Alignment of expectations

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1. What specific improvements in student learning are we aiming for?
2. Why have we targeted the learning of these groups of students?
3. What data sets are informing the development of strategies and actions designed to improve outcomes for targeted student groups?
4. What data do we have regarding these students’ participation - and success - in particular pathways of learning?
5. What data do we have regarding these students’ participation - and success - in particular pathways of learning?
6. What data do we have regarding these students’ participation - and success - in particular pathways of learning?
7. What can we learn from this data?
8. What can we learn from this data?
9. What can we learn from this data?
10. What can we learn from this data?
11. What can we learn from this data?
12. What can we learn from this data?

**DRIVING QUESTIONS**

1. To target the literacy and numeracy skills of students in the D and B range
2. Our data sets include:
3. Our learning from this data is used to track student performance:
4. We needed more people to get the job done.
5. THOUGH OUR LITERACY COACHES WE CAN TRACK STUDENT DATA AND PROGRESS AND TARGET PROBLEM AREAS
6. ADDITIONAL: TEACHER AIDES 10
7. TEACHERS 6
8. COACHES (lit) 3

**100% of students**

- Have been impacted on in our I4S strategy through the implementation of a whole school numeracy strategy in 2014 and a whole school literacy strategy in 2015, including the implementation of The Writers Guide in a digital space.
- Our target students can access all or a selection of support mechanisms including smaller classes, teacher aide support, revised curriculum with a focus on explicit literacy teaching in Science.
- In 2016 our focus will be on functional grammar, reading routines inc Reading to Understand as the focus and vocabulary. This will impact on the coaching work we do with teachers.

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Our I4S strategy is aligned to our ASoT framework. QCE acquisition was in issue in 2014, thus it’s inclusion in 2015 and ongoing in 2016 as per policy guidelines. In 2016 our I4S will also align to our strategic plan and continue to align to our improvement agenda.