

Great Results Guarantee

**Under the agreement for 2015
Trinity Bay State High School will receive**

\$731,239*

*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 National Minimum Standard (NMS) in literacy and numeracy for their year level or
 - Have an evidence based learning plan in place for each student below NMS.
- Increase the percentage of Year 9 students meeting the National Minimum Standard in Reading from 82% to 92% by 2015.
- Increase the percentage of Year 9 students represented in the U2B in writing by 5%
- Increase the percentage of "C and above" English results from 69% to 85% in Year 7, 8 & 9 by 2015.

Our strategy will be to

- Screen students to diagnose learning difficulties.
- Identify students below National Minimum Standard and provide individualized reading programs for each student in targeted intensive classes. (Bayetto (Big 6))
- Particularly focus on intensive support for EAL/D refugee students and low ability indigenous students.
- Review these students' performance data fortnightly. (John Hattie – Visible Learning)
- Incorporate foundation learning elements into English for Years 7 & 8 at the commencement of 2015.
- Use explicit teaching and focused reading strategies for all classes in Years 7, 8 and 9. (Archer & Hughes- Explicit Instruction: Effective and Efficient Teaching)
- Improve teacher capability through focused coaching and professional development in Explicit Teaching and the focused use of reading strategies based on the principles of the "Big 6".
- Review PAT R results twice a year for all students in Year 7 & 8.
- Publish achievement ladder results to all students in Years 7,8 & 9. (John Hattie – Visible Learning)
- Set and review academic goals for all students in Years 7,8 & 9. (John Hattie – Visible Learning)

Our school will improve student outcomes by

- Employing three (3) primary trained teachers to work with students who require targeted and intensive reading instruction.
- Employing two (2) additional EAL/D teachers to provide intensive reading instruction to refugee students.
- Redirecting and extending the hours of support aides to assist in one on one learning to read strategies under the direct supervision of intervention teacher specialists.
- Developing the capability of classroom teachers in explicit teaching and use of school wide reading strategies by continuing the existing school based coaching program.
- Purchasing recognized support materials to be used in the intensive reading instruction.
- Purchasing materials including digital resources to support foundation learning programs in Mathematics & English.

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