Under this agreement for 2016
Nambour State College will receive

$677,220*

This funding will be used to

- Improve the percentage of Year 5 NAPLAN Reading Upper 2 Band achievement from 18% to 25%.
- Improve the percentage of Year 7 and 9 NAPLAN Numeracy Upper 2 bands to 20%.
- Improve the Year 7 and 9 NAPLAN Reading Upper 2 Band achievement from 29% to 34% in Year 7 and 13.3% to 20% for Year 9 in 2017.
- Improve literacy student outcomes through teacher Professional Development in structured data analysis.
- Ensure all Prep, Year 1 and Year 2 students undertake the Early Start Assessment schedule to enable individualised teaching and learning focused on literacy and numeracy.
- Develop individual, evidence based plans for those students at risk of not achieving NMS across P-5.
- Improve Year 3 and 5 Reading National Minimum Standard from 89.5% to 94% and 88% to 92% respectively by the end of 2017.
- Ensure Year 7, 8 and 9 students have access to two Literacy specialists at least one lesson per week to provide targeted intervention strategies to improve spelling, writing and reading comprehension.
- Improve Year 7 and 9 Reading National Minimum Standard from 93% to 98% and 91% to 97% respectively by the end of 2017.
- Improve Year 7 and 9 Numeracy National Minimum Standard from 96% to 99% and 96% to 98% respectively by the end of 2017.
- Attain a NAPLAN Numeracy mean similar to National mean.
- Ensure all Year 7, 8, 9 students undertake Progressive Achievement Tests in Mathematics (PATMaths) appropriate to their year level to provide individualized reports highlighting strengths and weaknesses.
- Employ an additional maths specialist teacher to provide two maths teachers in a Year 7, 8, 9 maths class for at least one lesson per week.
- Enable teachers to improve individual student outcomes in numeracy through Professional Development and dedicated planning days (one per term).
- Employ a teacher aide to assist with data diagnostics (P-12)
- Raise the average relative gain of assessed NAPLAN students compared to similar state schools.
- Promote Teacher Collaboration and Feedback. The aim is to enhance the quality of classroom pedagogy through a greater emphasis on professional sharing and collegial feedback.
- Implement the ‘Tactical Teaching of Reading’ program across the Senior Campus. This will be introduced to enhance the teaching and learning of reading across the campus in a coherent and consistent way.
- Enhance the development of a campus-wide e-Learning platform to enable students to access their learning program at any time. This supports students who may be absent from classes and those who wish to review classroom learning activities at any time.
- Support the development of a College 2020 Vision to guide the future strategic direction of the College. The aim is to develop a 5 year plan for the future of the College that will be used to guide the strategic improvement agenda over this period for improved student learning outcomes.

* Funding amount estimated on 2015 data. Actual funding will be determined after 2016 enrolment data are finalised.
Our initiatives include

- Build teacher capability in analysing student performance data to develop differentiated programs to improve individual student outcomes.

- Implement a short cycle of formalised and structured data analysis to enable teachers to develop individualised student reading plans and programs (aligned with the college Assessment Schedule).

- Build teacher capability to use technology to differentiate and improve learning.

- Develop teachers’ capability to embed feedback into the teaching and learning cycle.

- Increase teacher’s repertoire of effective strategies for teaching reading and comprehension through a whole school approach to teaching reading (*Tactical Steps to Reading*).

- Build teacher capability in collaborative professional approaches to improve individual student outcomes.

- Develop teachers’ capability to diagnose, provide intervention and evaluate success of interventions on students’ literacy and numeracy development.

- Develop teachers’ capability to embed feedback into teaching and learning to inform students about how to improve and progress.

- Develop partnerships with parents, community organisations, early years’ educators (in ECEC centres and school) and other stakeholders in the Nambour State College community to enhance knowledge of “on entry” to prep expectations.

- Continue intensive professional development in the teaching of reading for all teachers via the Master Teacher for Year 1 and the PEAC (Literacy) for Years 2, 3, 4 and 5.

- The employment of a Teacher-aide (0.5 FTE) to support the development of the e-Learning platform and resources (e.g. Blackboard, ‘flipped’ classroom etc).

- The employment of additional teachers across the campus to promote and enable teacher collaboration in team teaching, best practice sharing, and student feedback. Strategies include:
  - Team teaching in selected English and Maths classes.
  - English teachers having time (1 lesson / week) to develop the quality of feedback for students.
  - Increasing access to experienced maths teachers for intensive in class support for students in year 7 to 9 by timetabling an additional teacher into their class for one lesson per week. This also provides opportunities for collegial coaching and team teaching during these lessons.
  - A Peer Observation protocol will be established and implemented across the campus.

- The introduction of ‘Tactical Teaching of Reading’ to enhance the teaching and learning of reading across the campus in a coherent and consistent way. The funding will be used to support professional learning activities and to provide resources for program.

- Full day planning day once a term for year 7,8,9 maths teachers.

- Diagnostic testing at key junctures, and using specialist analysis software to provide teachers, parents and students with individual and cohort data that is immediately useful for targeted intervention in class.

- The conduct of community forums, school visits, professional learning activities and the provision of support for the development of quality community engagement resources to ensure that a high quality and highly collaborative 2020 Vision is developed.

* Funding amount estimated on 2015 data. Actual funding will be determined after 2016 enrolment data are finalised.
Our school will improve student outcomes by

Increasing teacher aide support in Year 1 to Year 3 to a minimum of 10 hours per classroom per week and Year 4 to Year 6 classrooms to a minimum of 8 hours per classroom per week

$123 000

Employing additional teaching staff to support smaller class sizes in the early years with targeted intervention for students.

$73 500

Purchasing recognized online (Mathletics, Literacy Planet) and reference resources to support the implementation of the targeted individualised and guided reading plans and programs including PM Benchmark Kits, Guided Reading Texts and Springboard into Comprehension.

$18 515

IMPACT projects with the BSDE to deeply engage students in learning and boost achievement. The following courses will be accessed:

- BOOSTER - Just Write (3 x Year 7 groups, 1 x Year 9 Group)
- TRANSFORM – READiscover (1 x year 9 group)

BOOSTER – Just Write aims to improve student achievement in the upper 2 bands of NAPLAN.
TRANSFORM – READiscover aims to improve reading in students currently in band 5-6 of NAPLAN.

$21 000

Tactical Teaching Reading Professional Development to be rolled out to College Leadership in Term 1 and then to the rest of the College teaching and teacher aide staff by the end of 2017. This will involve teacher and facilitator release time and the purchase of TTR work books. Workbooks at $96 each and TRS time for PD

$65 000

Promote Teacher Collaboration and Feedback

- Significantly improve student academic outcomes in the team-taught Maths and English classes as measured on Term reports. Will be quality-assured at end of each term to measure relative gains.
- Significantly improved student academic outcomes in the English classes that have received enhanced feedback as measured on Term reports. Will be quality-assured at end of each term to measure relative gains.

$234 875

Implement the ‘Tactical Teaching of Reading’ program across the Senior Campus.

- Improve student outcomes in Reading as measured by both relative and absolute gains in NAPLAN Reading MSS and U2B in the 2017 NAPLAN tests. Will be quality-assured at the end of the year via PAT-R testing and through Mighty Minds.

$97 000

Enhance the development of a campus-wide e-Learning platform.

- Improve student academic outcomes in classes with effective e-Learning platforms as measured on Term reports with teacher aide support. Quality-assured at end of each term to measure relative gains. It should be noted that, as a long-term initiative, gains may not be apparent over this time period.

$19 330

* Funding amount estimated on 2015 data. Actual funding will be determined after 2016 enrolment data are finalised.
Support the development of a College 2020 Vision to guide the future strategic direction of the College.
Providing a clear and coherent 5 year plan for improvement which will enable school wide improvements in teaching and learning, which will in turn lead to enhanced student academic outcomes and engagement.

$25,000

Please note the amounts above include some carried forward amounts from 2015 that were not expended.

* Funding amount estimated on 2015 data. Actual funding will be determined after 2016 enrolment data are finalised.

Principal - Wayne Troyahn
College Principal
Nambour State College

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HOD Maths / Numeracy