Under this agreement for 2014
Wellers Hill State School will receive $218,046*

This funding will be used to

- develop a Coaching Model across the Phases to support teachers in the teaching of Literacy and Numeracy skills. A cornerstone of the plan is to enroll the phase coaches, the STLNs, and the DP, into the QELi Coaching Accreditation Programme Phase 1 – 4, to support this WHSS Coaching Model. provide
- provide Bilingual Literacy & Numeracy Material for Year 1 bilingual classes.
- provide Take Home Readers for prep.
- provide targeted Literacy & Numeracy Teacher Aide support, Years 1-3.
- provide targeted professional development for Literacy & Numeracy Teacher Aides.
- provide targeted Literacy & Numeracy support for students identified in the lowest band – moving them into the middle bands or higher.
- Provide resources to support the provision of a STL&N P-2. The STL&N P-2 position is funded through the IPS initiative. The STL&N P-2 will work specifically across the P-2 area and support the improvement of Literacy and Numeracy.

Our strategy will be to

- Dot point 1
  - Circulate an EOI to all current staff to identify suitable coaching candidates.
  - Identify a suitable coaching course (Skills of Coaching / Literacy Coaching)
  - Develop a school based coaching framework strategy with all staff.
  - Improve pedagogy through a coaching provision.
- Dot point 2
  - Enhance the literacy development of Yr. 1 students in the Japanese bilingual classes through the provision of appropriate Japanese bilingual Literacy & Numeracy resources.
- Dot point 3
  - Develop a school based Prep reading framework
  - Identify the most suitable reading schemes to purchase books from.
  - Run Professional development sessions for parents on how to effectively support a beginner reader.
- Dot point 4
  - Identify suitable teacher aides
  - Identify individuals (either within the school or outside the school) to train and
then coach the teacher aides in Literacy and Numeracy support strategies. In particular support-a-reader, support-a-writer and support-a-number strategies along with reading recovery strategies.

- Develop benchmarks to identify suitable students to receive support
- Develop support programs, along with daily monitoring feedback to teachers and exit benchmark indicators.
- Develop benchmarks to identify suitable students to receive support
- Develop support programs, along with daily monitoring feedback to teachers and exit benchmark indicators.

- Dot point 5
  - Purchase of Literacy / Numeracy resources to support the programmes initiated across Yr 1 and Yr 2. Purchase of resources to assess movement of students in terms of Literacy and Numeracy improvement.

- Dot point 6
  - Purchase Literacy and Numeracy support materials to assist the STL&N P-2 improve L & N across all classes, P-2.

Our school will improve student outcomes by

- Coaching Accreditation for 6 staff members: $30,454
- Literacy Coaching Accreditation for 6 staff members: $12,000
- Resources – Take Home Reader focus: $50,000
- Literacy / Numeracy resources bilingual programme: $25,000
- Employment Literacy / Numeracy Teacher Aides: $68,000
- STLN (P-2) support material and resources: $15,000
- Literacy & Numeracy resources for above programmes: $17,592
- Total: $218,046

*Great state. Great opportunity.*

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<John L. Webster>
Principal
Wellers Hill State School

<Narelle Cooley>
<P & C President>

Dr Jim Watterston
Director-General
Dept Education Training and Employment
I. Why a coaching model for Wellers Hill State School?

ALL elite athletes, successful business people and actors have coaches, why not TEACHERS?

Education Queensland has identified coaching as the most effective method of improving an educator's practice. Education Queensland provides coaches for all Principals in State Schools. "Coaching is now recognized as one of the most important and essential skills for teachers and educational leaders". (Queensland Educational Leadership Institution, 2013)

Having teachers at Wellers Hill trained as educational coaches builds a sophisticated degree of confidence and competence into our school and for our potential leaders, enabling them to lead, manage and influence others more effectively than ever before.

Coaching is an interactive process, that combines theory and practice allowing teacher coaches to:
- Explore individual teacher needs
- Support goal setting with teachers
- Observe, listen and ask questions
- Maintain a positive, supportive, non-judgmental point of view
- Ensure mentees develop personal competencies
- Facilitate real positive lasting change

Coaching is built upon trusting relationships between educators designed to be noncompetitive, mutually respectful and focused on the continual improvement of pedagogy. It is based on mutually working together to improve teaching skills in order to improve student Learning. (Peer Coaching Models Information, 2012)

The implementation of a coaching model is a multi-faceted challenge. In order for our coaching model to be effective, the Wellers Hill State School coaches will have the opportunity to collaborate together as well as with other coaches from other schools. This will provide the coaches with the opportunity to practice facilitation and conferencing skills, coach each other and work as a team.

Acknowledging the effectiveness of coaching, The Queensland Education Leadership Institute (QELI) has joined with Growth Coaching International (GCI), to offer a highly successful coaching accreditation program over a three month period. GROW is a model for problem solving and goal achievement. The initials stand for the five stages of GROW, which are: GOAL, REALITY, OBSTACLES, OPTIONS and WAY FORWARD. (thecoachmasternetwork.com/grow/)

STRATEGY JUSTIFICATION

By circulating an EOI to all staff at Wellers Hill for the coaching positions brings a sense of officialdom to the roles. This process affords the teachers wishing to develop leadership skills an opportunity to apply for an internal position using the external model. Self-identification and criteria writing offers transparency around the selection process. Wellers Hill will use Queensland Education

Great state. Great opportunity.
Leadership Institute Ltd to provide the coaching course as this institution is recognized by Education Queensland as a leader in its field. Developing a school based coaching framework strategy allows all staff to participate in the construction of the framework strategy even if they are not a coach or being coached immediately.

Developing a school based Prep reading framework allows for more clarity around the rigor, pedagogy and pace of reading in Prep. Involving teachers in the choosing and purchasing of meaningful Prep readers is paramount in establishing and maintaining a successful reading program. Finally, the involvement of parents in a supportive and informed manner for our beginner readers is vital to all our Prep children developing a love of reading and being successful readers. By providing parent information sessions on "How to Successfully Read with You child" parents will be better informed of the reading process and therefore, better able to support our teachers and support their own children with the development of early foundational literacy skills.

Our Bilingual teachers are best placed to source the most suitable and affordable reading resources for the Bilingual Programme from both within Australian and from overseas.

The identification and then training and coaching of suitable teacher aides are imperative to improving the literacy and numeracy skills of our children in Prep to Year 2. The development of benchmarks to identify students to receive support is paramount to our Early Years Literacy and Numeracy Improvement Cycle (EYLNIC). Students will be identified by using the following tools:

Prep – On-entry to Prep Early Start data
Year One – PM Benchmark
Year Two – PM Benchmark, PAT comprehension, PAT Maths

Any child not meeting minimum standards would have an individual learning plan developed by their teacher in conjunction with the STL&N. Each learning plan will be individualized and vary in length according to need. However, each learning plan would detail area/s of need, lesson foci, session feedback to teacher and exit data to be achieved. When a child has been identified to enter the EYLINC their literacy and numeracy skills will be tracked using a short term data cycle (STDC) every five (5) weeks (Year 1 and Year 2), prior to moving into Year 3. The STDC will also continue throughout Year 3. The following monitoring tools will be used:

- PM benchmark every five (5) weeks
- Holborn every ten (10) weeks

By implementing EYLINC we are endeavoring to have 100% of children in Prep to Year 2 receiving either: Working With, Making Connections, Applying (Prep), Sound / High / Very High (Year 1 – 2) result on their report card.
Report Card results Sem 1 2013

<table>
<thead>
<tr>
<th>% of Students below Year level standard in</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>12%</td>
<td>12%</td>
<td>7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% of Students below Year level standard in Mathematics</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12%</td>
<td>7%</td>
<td>7%</td>
</tr>
</tbody>
</table>
2013 Sem 1 percentage of children in Prep to Year 2 receiving either; Making Connections / Applying (Prep), High / Very High (Year 1 – 2) result on their report card, U2B.

<table>
<thead>
<tr>
<th>Semester 1, 2013</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Students in U2B in English.</td>
<td>19%</td>
<td>37%</td>
<td>29%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 1, 2013</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Students in U2B in Mathematics (report cards).</td>
<td>24%</td>
<td>51%</td>
<td>34%</td>
</tr>
</tbody>
</table>

Year 3 target is to achieve 100% of our students achieve above NMS on NAPLAN for Literacy and Numeracy and 60% of our children in the Upper 2 Bands.

<table>
<thead>
<tr>
<th>Year 2 2013 NAPLAN data for students completing Yr 3 NAPLAN Nov. 2013</th>
<th>% of students below NMS</th>
<th>% of students in U2B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>3%</td>
<td>38%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>5%</td>
<td>40%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>4%</td>
<td>43%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>7%</td>
<td>22%</td>
</tr>
</tbody>
</table>