

GETTING RESULTS

Gonski funding in Australian Schools



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NOTE ON SOURCES

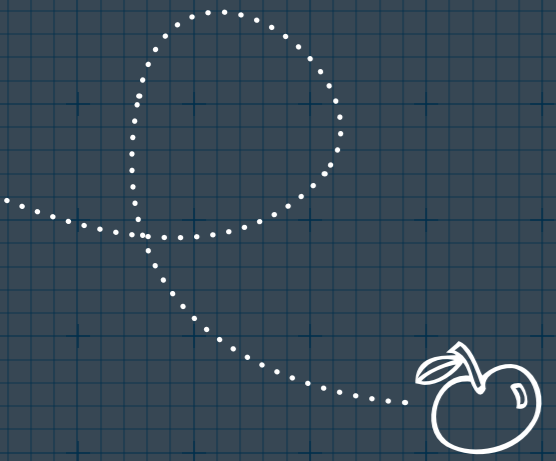
This research report has been compiled in early 2016 using information from the following sources:

- Demographic data from My School 2015 website.
- School Profile references to SES data and SES quartiles are from the My School website showing the distribution of students in a school across four 'Socio-Educational Advantage' (SEA) quarters, representing a scale of relative disadvantage (bottom quarter) through to relative advantage (top quarter). These quarters are calculated using only the student-level factors of educational advantage and give contextual information about the socio-educational composition of the students in the school.
- Individual School Annual Reports 2014 and Newsletters 2014 and 2015: Available on individual school websites.
- Departmental funding data.
- Queensland Department of Education, Training and Employment, 'Great Results Guarantee' 2015 Agreements between the Department and individual schools: Available on school websites
- Queensland Department of Education, Training and Employment, 'Great Results Guarantee: Snapshot Report' 2015: Available on school websites.
- Information on new programs and educational initiatives in individual schools made possible by their additional Gonski funding, how their students and schools are benefitting and results to date, as well as what the full six years of Gonski funding would mean for their students and schools, has been provided by schools.

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FOREWORD



How do you put a dollar value on a child finally reading a book for the first time? Or a student being the first in their family to study at university?

These are the individual stories behind the Gonski funding which our public schools are using to change their students' lives for the better.

They are just some of the tangible outcomes outlined in this report – which is the first national snapshot of how schools are using Gonski funding. Every school community is different and all of the schools profiled in this report have used their funding in a different way to meet the needs of their students who have a range of abilities.

That's what Gonski is about. Ensuring that increases in education funding go to schools with high levels of disadvantage and enabling those schools to implement programs to support their students.



All 25 schools profiled had set down goals to lift literacy and numeracy and improve their students' knowledge of those basic skills. With targeted programs and professional development for teachers they have been able to achieve those goals. Others have, for the first time, been able to offer more speech therapy or early intervention programs to make sure students are ready to learn. Many have seen significant increases in their students' academic results and engagement with learning, in short periods of time.

Sean Bennett, principal of Minimbah State School says: "This is the first time we have had the resources to implement a full program to improve literacy...the amount we actually need to meet the needs of the students, rather than some extra funding for a one-off program that won't cover demand."

Within six months of the reading program starting at Minimbah, students were recording between nine months and two years of progress.

All of the secondary schools in this report are providing individual support to students in the later years of high school, giving them the best chance to complete Year 12 and go on to work or further education. In a number of secondary schools profiled, Year 12 completion rates have risen beyond expectations.

Schools are running innovative new programs in STEM subjects or music, expanding extra-curricular activities and Gifted and Talented programs to give their students opportunities they didn't have before.

The majority of schools are investing in their staff by using their Gonski resources to improve the quality of teaching by increasing professional development, mentoring and collaboration in schools. As Bronwyn Campbell from Mansfield State High School explains, people are the best resource a school has.

All of these measures are delivering improved results for students.

From my experience in teaching in disadvantaged schools I know that education is the first, best and sometimes the only chance, to turn a child's life around.

That's why the AEU is campaigning for bi-partisan support for the full six years of increased resources

the Gonski Review recommended for schools.

How else do we respond to the research that tells us that one-in-five children starts school not ready to learn, and that these children are far more likely to fail to finish school and to be unemployed later in life?

We need to recognise that failing to give these children the help they need will damage our society in the long-term.

Some opponents of Gonski who argue against any increases in resources to disadvantaged schools, say that funding is not making a difference, or that we are simply "throwing money at the problem".

People who make that argument are ignoring the huge gaps in resources between schools and the extra costs of educating disadvantaged students.

David Gonski himself said "I cannot easily forget the differences I saw in the schools I visited. To say that many of the schools in the state systems need further assistance both in money and tender loving care is to me an understatement."

We urge them to read this report and see that targeted funding is working.

It is evident from the schools in this report that Gonski is having a powerful impact on building the skills and expertise of the teaching profession which will pay dividends for decades to come. There are great things happening in our public schools every day, thanks to the work of dedicated and passionate staff.

That's why we need to make sure that schools have the resources needed to provide every student with the educational support that they need.

Funding education properly is an investment in our students and in Australia's future. It is in our social and economic interest to make sure that all students get the best opportunities possible to succeed at school.

Correna Haythorpe
AEU President

April 2016

BARRACK HEIGHTS PUBLIC SCHOOL

Barrack Heights Public School is located in Shellharbour, 16 kilometres south of Wollongong. It has an enrolment of 250 students, most of them from low SES backgrounds. 70 percent are in the lowest SES quartile, with 90 per cent of all students in the two lowest SES quartiles. One quarter of its students are Aboriginal, and a further one fifth are from language backgrounds other than English. Since 2012, four satellite classes from Autism Spectrum Australia (Aspect) are included as part of the school, to provide an educational program for school-aged students with an Autism Spectrum Disorder. Barrack Heights also has a multi-categorical class for students with multiple disabilities including autism, behaviour and mental health diagnosis.



GONSKI FUNDING AT BARRACK HEIGHTS PUBLIC SCHOOL

Barrack Heights Public School has received approximately \$200,000 in additional Gonski funding in 2014 – 2016.

OBJECTIVES

Barrack Heights' objectives for the use of its additional funding have focussed on supporting a number of programs to improve learning, teaching and student engagement in the school. These include Aboriginal Education; Alternate Learning for students with disabilities or behavioural and learning difficulties; Adjusted Learning; Protective Behaviours; Self-esteem and Wellbeing; Literacy and Numeracy; Professional Learning; Mentoring and Coaching; and Community Engagement.

STRATEGIES

The strategies adopted by Barrack Heights Public School have centred on:

- employment of a teacher and two Aboriginal Education Workers (AEWs), three days per week to deliver locally supported, culturally significant Aboriginal Education programs. This includes Ngargins (young kids) Yarn Up – Aboriginal cultural groups that research both personal and local history to share with family and the greater community, and Ngargin Doctors – a health and leadership program for Stage 2 Aboriginal and non-Aboriginal children run in conjunction with the Malpa Foundation, focussing on reconciliation.
- creation of two 'Alternate Learning Classes' in 2014 and 2015 for students in years 2–6 with behavioural and learning difficulties or confirmed disabilities. Each class is supported by a full-time School Learning Support Officer (SLSO) and additional teacher during 'formal learning time' (9–11am) each day. The students are supported to engage in hands on activities including woodwork, gardening, art, tae kwon do, and music to engage and keep them in school. In 2016 there is a continuation of one alternate class for these students in years 4–6, supported by a full-time SLSO and additional support from a specialist literacy teacher for one hour per day and a male mentor at times throughout the week.
- school-funded speech and occupational therapy to assist identified students in years K–6.
- creation of a Student Engagement team including an off-class Assistant Principal (AP) and a School Administrative Officer (SAO) to support student and parent welfare and engagement needs within the school.
- provision of an alternate playground for students who need play space that is less restricted/higher risk, catering (primarily) for Stage 3 boys.
- experiential learning – subsidised excursions and programs that enhance syllabus outcomes and develop 'worldliness' in students outside their immediate community.
- professional learning for staff in both literacy and numeracy programs including the 'Targeted Early Numeracy (TEN)', 'Taking Off With Numeracy (TOWN)' and 'Language, Learning and Literacy (L3)' intervention programs.
- teacher mentoring and peer coaching - additional 'release from face-to-face teaching' (RFF) time (1hr per week) to work with an Executive mentor for all staff based on individual teacher-identified professional learning need.
- professional learning for SLSOs in (best practice) literacy and numeracy.
- professional learning for teachers in well-being and mindfulness practices including trauma training, protective behaviours training and specific disabilities and difficulties with experts in the field.
- teacher-created activities that change each term and provide students with access to learning that supports the development of the 'whole child'. These include languages, cooking, drama, music, bike riding, environmental education, charity, martial arts, woodwork, photography, Lego etc.
- subsidised Surf Awareness and Swimming Scheme programs (as Barrack Heights is a school near the beach).
- community reconciliation projects, including family excursions and joint projects with local Non-Government Organisations (NGOs) to bring knowledge and understanding between Aboriginal and non-Aboriginal people.
- a community 'Kids Weekend' - open school where the most disadvantaged children are invited to remain at school for the weekend and participate in safe play, special meals, and generally rest from their (often traumatised) home lives.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Principal, Sarah Rudling, says that the Gonski funding is making a big difference to Barrack Heights Public School and other schools like it. It allows the flexibility to pay for additional professional support personnel including speech therapists, occupational therapists, mentors and specialist teachers; it provides the time for teachers to engage in high quality professional learning; it allows the school to provide assistance to families to ensure that all children have equal access to additional, out-of-school learning experiences that develop self-esteem, self-awareness and a broader view of the world in which they live; and it assists in creating a school environment that is modern and reflects the best practices from around the world.

As a result, Ms Rudling says:

“Our attendance data has improved and equals state averages; our teachers are confident and passionate in their ability to meet the individual learning needs of every student in their class; our kids are engaged at school and often don’t want to go home on weekends; and our community is proud to share in our successes. At Barrack Heights Public School, the Gonski model of funding means happy kids, happy teachers and a happy community – it’s as simple as that!”

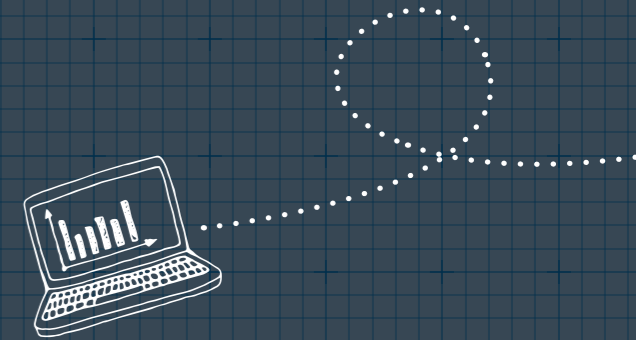
WHAT THE FULL GONSKI WOULD MEAN TO BARRACK HEIGHTS PUBLIC SCHOOL

Ms Rudling says that the Gonski model of funding has allowed the school to begin to appreciate what Australian schools could and should look like – well rounded, appropriately resourced, educationally engaged, community hubs. Money provides opportunities, and at Barrack Heights it provides the resources for our students to become active and informed citizens of the future.

Schools like Barrack Heights across Australia need this funding to continue simply to equip Australia’s children with the knowledge, skills, understanding and passion to grow into the strong, confident citizens we need them to be.

She says that delivering innovative, locally significant, culturally appropriate, high-quality programs is what all educators dream about – the Gonski model of funding is turning this dream into a reality.

Education is not an expense, it is an investment in our future and the future citizens of our society. The Gonski model of funding takes political rhetoric and turns it into results-based reality. We are “closing the gap”, “breaking cycles”, “building a stronger, smarter nation” and “making a difference” in our approach to education.



BURWOOD GIRLS HIGH SCHOOL

Burwood Girls High School is a large inner western Sydney school for girls. Its enrolment of 1200 students is highly diverse in terms of ethnicity, culture and socio-economic background. Approximately 75 per cent of students represent 68 different language groups. Many students, as well as 40 per cent of the staff, have English as an Additional Language or Dialect (EALD). A large number of the girls attending Burwood GHS are from Chinese, Korean or Pacific Islander families, and the school has a high number of students in Years 9, 10 and 11 who are newly arrived in Australia and have graduated from Intensive English Centres. Approximately 77 students have been identified as requiring additional support for their learning and more than 200 students require intensive EALD support.



GONSKI FUNDING AT BURWOOD GIRLS HIGH SCHOOL

Burwood Girls High School has received approximately \$145,000 in additional funding to provide greater support to its ethnically diverse student population.

OBJECTIVES

Burwood GHS has focused its additional funding on:

- provision of higher levels of support to those students most in need of additional English language support, and helping to develop their background knowledge of Australia so that they can better understand cultural references in the stage 5 and 6 curriculum.
- enhancement of mentoring and leadership programs for students.
- improvement of connections between the school and the parents and guardians of students to increase their understanding of learning opportunities and what the school expects from students.
- increasing the engagement of students in the school by working with their families in the community to broaden their understanding of the school and to show appreciation of their culture.

STRATEGIES

The specific strategies Burwood has adopted include:

- establishing a Bridging Class for newly arrived students to Australia and the school by employing additional English as a Second Language (ESL) staff and fostering an ESL-rich learning environment.
- providing a comprehensive professional learning program for mainstream teachers to develop their knowledge and skills in supporting improved learning outcomes for ESL students.
- employing Community Liaison Officers (CLOs) to work with the school's Korean, Chinese and Pacific Islander communities, equivalent to six and a half days per week.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

The initiatives that Burwood GHS has developed and implemented are having an impact on the learning and aspirations of its students. The Bridging Class has provided students with a much clearer pathway to completing their Higher School Certificate (HSC) program, while the mentoring and leadership programs that have been put in place are helping to develop confidence and interpersonal skills as well as a sense of belonging within our school community. Additionally, the employment of CLOs has allowed the provision of language and culturally specific information to parents, which meets the objective of improving student engagement by sending a strong message to families that the school respects their culture and that it is important in school life.

Principal Mia Kumar says that "Gonski funding has enabled the school to plan and expand programs designed to ensure equity for all students."

WHAT THE FULL GONSKI WOULD MEAN TO BURWOOD HIGH SCHOOL

Ms Kumar says that the full six years of Gonski funding would allow Burwood Girls High to embed and further expand its whole-school equity program through specific initiatives including:

- expansion of CLO provision to reflect the size of the school and the different cultural backgrounds of its students.
- establishment of a tutorial centre three afternoons per week, staffed by specialist ESL teachers and tutors with Science and Mathematics expertise, to improve the academic performance of EALD students.
- employment of additional school counsellors and learning specialists to meet the high demand for support for students with disabilities.
- provision of more targeted professional learning opportunities in the areas of differentiation of the curriculum, EALD teaching strategies, and improved assessment of student achievement.

CARINA STATE SCHOOL

Carina State School is an inner-city Brisbane multicultural school with an enrolment of approximately 325 students. Just under half of the school population are in the lowest 2 SES quartiles. The student body is made up of 48 different cultures, with students from 26 different countries and around one-fifth from non-English speaking families. 5.5 per cent (18) are Aboriginal and Torres Strait Islander students.



GONSKI FUNDING AT CARINA STATE SCHOOL

Carina State School has received over \$200,000 in additional Gonski funding over two years; just under \$100,000 in 2014 and approximately \$107,000 in 2015.

OBJECTIVES

Carina has focussed its additional funding on improving literacy and numeracy performance by providing greater support to students who were identified as at-risk of not meeting NAPLAN National Minimum Standards (NMS) or achieving their full potential. The specific aims were to:

- increase the proportion of students at and above the NMS and the NAPLAN Upper 2 Bands (U2B) in Years 3 and 5.
- support each child identified by internal school data as being at risk of not achieving the NMS with programs tailored to their specific needs, in both the Junior P-2 years and the Upper years.

STRATEGIES

The strategies Carina chose to implement have focussed on increasing staffing levels and enhanced professional development and collaboration in approaches to improving literacy and numeracy. They include:

- employment of literacy and numeracy Intervention Coordinators to design and implement targeted programs for students with reading and writing difficulties and/or foundation numeracy skills.
- an additional 30 hours of Teacher Aide time to support coaching and intervention for individual students and small groups, both within and apart from their regular classes.
- employment of pedagogical coaches to provide professional development for teachers in curriculum and pedagogy and assist the general teaching of literacy and numeracy.
- a focus on data-informed decision making and improving student learning using extensive pre-and post-program assessment involving intervention staff, class teachers and administration.
- extra learning resources for students to support literacy and numeracy development.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Carina's review of its 2015 objectives shows that it is on track to meet or exceed its targets for increasing the proportion of students meeting the NMS in Years 3 and 5.

Analysis of the targetted support given to students at risk of not achieving the NMS shows that:

- 43 students received Literacy Support through involvement in the PreLit or MiniLit programs (12 Preps, 18 Year 1s, 10 Year 2s, 2 Year 3s and 1 Year 4). Students were selected based on assessments from a variety of pre-and post-tests measures: Early Start, PM Benchmarks, Phonological Testing, Sight words, and MiniLit assessments.
- 51 students (12 Preps, 14 Year 1s, 14 Year 2s, and 11 Year 3s) were assisted through the Numeracy Intervention. Students were selected using 2014 intervention data, 2014 semester reporting, 'Early Start' on entry and on exit assessment, and data conversations with class teachers.

Students in both the Literacy and Numeracy Interventions showed significant improvement which flowed into their class work.

- NAPLAN mean scale scores for both Years 3 and 5 improved in all areas between 2014 and 2015.
- NAPLAN NMS showed significant increases in both year levels to be above the national average; for all Year 5 students in all areas, and all Year 3 students in three of the five areas.
- NAPLAN U2B data revealed significant increases with results in 9 of the 10 areas across the two year levels being above the national average, with the other similar to the national average.

Principal Alan Rowell says that this improvement in student performance would not have been possible without the additional Gonski funding. "Gonski funding has allowed us to focus more specifically on kids who weren't getting enough individual assistance to meet their particular learning needs. We've been able to give greater support to teachers, buy new resources and design and implement new approaches to improving literacy and numeracy targeted at meeting those needs."

WHAT THE FULL GONSKI WOULD MEAN TO CARINA STATE SCHOOL

Carina's long term plan for the full six years of Gonski funding is focussed on:

- expansion of the individual support the school can offer its students.
- extra professional development and coaching for teachers in literacy and numeracy pedagogy.
- improvement of digital learning through improving its digital hardware/infrastructure such as wireless technology and iPads.

CASINO PUBLIC SCHOOL

Casino Public School is an established Pre-school to Year 6 primary school in the rural township of Casino on the North Coast of New South Wales. It has enrolment of 700 students from diverse backgrounds, with two-thirds of students from the lowest SES quartile. Aboriginal students make up 22 per cent of the school's total enrolment, with a very small cohort of students from language backgrounds other than English. Casino Public has a Support Unit made up of an IM class (students with mild intellectual disability) and three support classes.



GONSKI FUNDING AT CASINO PUBLIC SCHOOL

In 2014 and 2015 Casino Public School received \$280,000 in additional funding.

OBJECTIVES

Casino Public's objectives for use of its Gonski funding have focussed on:

- building on the literacy and numeracy improvements achieved through the NSW Department of Education 'Early Action for Success' initiative introduced in 2012.
- more professional development for staff.
- increasing the level of staff and resources to support the individual learning needs of students.

STRATEGIES

To advance these objectives, the key strategies adopted by Casino Public School include:

- introducing new programs to students in the early years, including the 'Language, Learning and Literacy (L3)' and 'Targeted Early Numeracy (TENS)' early intervention programs.
- providing teachers with time for professional learning about tracking individual student progress and adjusting their teaching practice where necessary to support each child.
- investing in high quality reading resources for student use.
- providing extra support staff in each classroom to ensure that all students needing individual support receive it.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Principal Garry Carter says that "Gonski funding has given us the flexibility and resources to challenge our students and get them to succeed beyond previous expectations."

The new literacy and numeracy programs and resources have resulted in an increased rate of progress for students with a higher proportion of students reaching expected or higher levels in literacy and numeracy.

- In the Kindergarten class every student is now meeting expectations for reading and comprehension in 2015.
- In the K-2 classes, where the investment has been highest, students are routinely making 18 months progress in a year in literacy.
- A high percentage of students are now achieving at or above NSW state-wide targets for literacy and numeracy.

The focus on staff development and additional individual support for students has enabled the school to move to more collaborative teaching, with greater emphasis on staff working together to improve the quality of their teaching.

Additional support staff in each classroom, which includes an Occupational Therapist for two days each week to provide in-class assistance for students with specific learning needs, has resulted in students becoming more engaged in their learning with noticeable improvements in their class work and achievements.

WHAT THE FULL GONSKI WOULD MEAN TO CASINO PUBLIC SCHOOL

Casino Public's future plans for the full six years of Gonski funding would focus on:

- ensuring programs already in place for students in early years flow through the whole school.
- further investment in literacy and numeracy to ensure that students continue to exceed expectations in those areas, and build a solid platform for their future education.
- provision of more programs to improve students' social, emotional and academic wellbeing.
- delivery of more professional development for teachers, to make sure they are across the latest research and can meet the individual learning needs of each child.

Mr Carter states that "the full six years of Gonski funding are essential to provide continuity of funding and the resources necessary for students to make the most of their ability."

DARLINGTON SCHOOL

Darlington School is a primary school located in Adelaide's southern suburbs. It has an enrolment of approximately 300 students from a diverse range of socio-economic and cultural backgrounds. Three-quarters of the student population are from the two lowest SES quartiles, with 54 per cent of students eligible for South Australia's School Card scheme for low income families. Forty-seven per cent are from non-English-speaking backgrounds, and 19 per cent of students are Aboriginal and Torres Strait Islander. Five Intensive English Language classes were established in 2012.



GONSKI FUNDING AT DARLINGTON SCHOOL

Darlington School has received over \$180,000 in additional Gonski funding for the period 2014 to 2016.



OBJECTIVES

Darlington's objectives for the use of its Gonski funding focussed on improving literacy and numeracy outcomes by providing additional support in reading and maths to meet the specific learning needs of students who did not qualify for other forms of additional funding or support.

At Darlington, these are children identified as 'Wave 2' in the three-wave intervention model used by the school to provide students with teaching approaches tailored progressively to each level. 'Wave 2' students are those for whom a well-structured short-term program will enable them to 'catch up' with their peers.

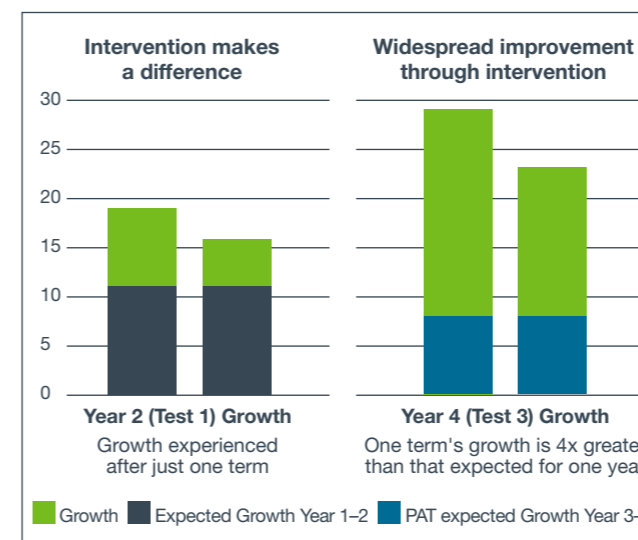
STRATEGIES

Darlington used results from the Progressive Achievement Tests (PAT) in maths and reading to identify its 'Wave 2' students who would benefit from such a program. 2015 Gonski funding was then used to:

- employ a 0.5 FTE teacher to work with groups of two to four students, focussed on reading comprehension skills in terms one and two, and maths development in the second half of the year.
- provide the time required to track student progress over the course of the year.
- provide dedicated times for the intervention teacher and relevant classroom teachers to meet to ensure continuity of teaching and learning and to discuss student needs and progress.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Karen Symons, the intervention teacher who was employed to work on this program in 2015, says that the intensive learning opportunities the funding provided have led to significantly improved student achievement. Testing at the end of the literacy intervention indicated that every 'intervention student' had achieved above the expected targets, based on PAT data. Some of the students had made 12 months' worth of learning and improvement in their reading levels in just over one term of intensive support.



Ms Symons says that as the intervention progressed the development of students' attitudes and confidence as learners became increasingly evident.

Darlington's Principal, Kathryn Entwistle, notes that the Gonski funding has contributed to, and complemented, the school's priority to improve learning outcomes for all students; those requiring consolidation as well as those meeting and exceeding benchmarks. She says that targetting the additional resources to those students in need of intensive support, which was not possible under Darlington's previous funding levels, allowed these students to achieve standards commensurate with the Department for Education and Child Development's learning benchmarks.

"This 'catch up' has made a significant difference to students' reading abilities, as well as how they view themselves as learners."

WHAT THE FULL GONSKI WOULD MEAN TO DARLINGTON SCHOOL

Ms Entwistle says the full six years of Gonski funding would contribute to Darlington's ongoing priority of improving learning for every student.

"It would allow new cohorts of students in need of support, previously not funded, to meet DECD expected benchmarks. This would enable the school to incrementally increase the number of Darlington's students reaching the required learning benchmarks each year."

The 'full Gonski' would also further Darlington's priority to develop the 'expert learner' and foster each student's self-belief as a life-long learner.

EAGLEBY SOUTH STATE SCHOOL

Eagleby South State School is a Prep to Year 7 school near Logan City, halfway between Brisbane and the Gold Coast. It has an enrolment of approximately 410 students, predominantly from the local area. Students are from a range of socio-economic and culturally diverse backgrounds, including Pacifica, European, African and Asian. The majority (approximately 64 per cent) of students are from the lowest SES quartile, with over 80 per cent from the lowest two quartiles. Currently around 20 per cent of the school's population have English as a second language. The number of Indigenous students, currently around 18 per cent, is rising particularly in the junior school, which is most likely associated with the school's strong focus on good outcomes for Indigenous students and a school-wide connection with the Yugambah language.



GONSKI FUNDING AT EAGLEBY SOUTH STATE SCHOOL

Eagleby State School has received \$324,000 in additional funding; \$130,000 in 2014 and \$188,000 in 2015.

OBJECTIVES

Eagleby South has focussed its objectives around improvement of student outcomes in literacy and numeracy between 2013 and 2015; specifically:

- increasing (by eight percentage points) the numbers of Year 3 students who achieved at or above the NAPLAN National Minimum Standards (NMS) in 2013 when that student cohort takes the 2015 Year 5 tests.
- increasing the numbers of Year 3 students whose achievement was in the NAPLAN Upper Two Bands (U2B) in 2013, when that student cohort takes the 2015 Year 5 tests.

STRATEGIES

Eagleby South has implemented both short and longer term strategies to develop staff capacity and extend the use of evidence-based literacy, numeracy and working memory programs which directly address socio-economic disadvantage and provide intensive teaching for students identified as needing specific targeted learning support.

Particular strategies include:

- employing and training extra aides teacher with a focus on Prep to Year 3 literacy.
- introducing 'Rip-it Up Reading', a program designed to address students' Working Memory difficulties.
- employing a skilled pedagogical coach to support school-wide approaches to literacy and numeracy teaching and the implementation of a comprehensive reading framework.
- providing greater support in identifying and diagnosing intellectual disabilities.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Principal Andrew Barnes is enthusiastic about the benefits of the additional investment and the approaches adopted by Eagleby South. He says that "National Partnerships funding provided a foundation for improvement but Gonski funding has provided the means to 'cement' and build on these foundations."

It has allowed the stabilisation of a professional well-equipped motivated team of teachers and support staff, and students have been the beneficiaries. School data shows that in 2015, 100 per cent of students were at or above the National Minimum Standard in Years 3 and 5 Writing, which represents an increase of around 20 per cent in just three years.

In all areas of NAPLAN for both Years 3 and 5, the percentage of students attaining the minimum standards

is now "statistically similar to the nation". This represents a major shift from three years ago when all areas were still well below and flagged 'Red'.

The school is now performing 'substantially above' the expected level of improvement since 2008 in all areas of NAPLAN. This means that improvement relative to the nation is scored at the highest statistical measure. Eagleby South's Upper Two Bands achievement is now statistically similar to the nation in Writing, Spelling and Numeracy in Year 3, as well as Spelling in Year 5.

Increased numbers of Year 1 and 2 students are tracking for the upper two NAPLAN bands, and over 50 per cent of the school's junior cohort is now reading at age level, and Eagleby South's grade 6 and 7 cohorts have over 70 per cent of students reading at age level, up from 50 per cent.

Mr Barnes also points to the steady increase in school enrolments over recent years, due in part to the school's success in securing improved outcomes for at risk young people, including a number of students in out-of-home care who are enrolled at the school.

WHAT THE FULL GONSKI WOULD MEAN TO EAGLEBY SOUTH STATE SCHOOL

The full six years of Gonski funding would see Eagleby South State School in a good position to continue its current focus on extra Teacher Aide programs for early literacy and numeracy, and the continuation of the Pedagogical Coach role. It would also allow the purchase of Learning Support specialist hours to improve students' writing outcomes.

Significantly, a continuation of Gonski funding would allow the purchase of extra Guidance Officer time to assist in assessment and identification of special needs and disability. Mr Barnes says that currently 12 per cent of students have a verified disability and standard guidance allocation is vastly insufficient to determine the real level of disability in the school.

Because of the large numbers of low SES students in the school, Mr Barnes would like to be in a position to provide greater levels of IT resourcing, in order to address socio-economic gaps in access to computers and information.

FOREST LAKE STATE HIGH SCHOOL

Forest Lake State High School is a large co-educational high school in outer suburban Brisbane. It has an enrolment of approximately 1450 students from diverse ethnic and socio-economic backgrounds. 60 per cent of the school's students are from the lowest two SES quartiles. Approximately 40 different ethnic groups are represented in the school. Major groups include students from the Pacific Islands and New Zealand (19.6 per cent) and students from Vietnam (1.3 per cent). Approximately 5 per cent of students identify as being of Aboriginal and Torres Strait Islander descent. Students with physical impairment, intellectual impairment, Autism Spectrum Disorder (ASD) and other disabilities are also catered for in an inclusive manner across the school.



GONSKI FUNDING AT FOREST LAKE STATE HIGH SCHOOL

Forest Lake has received over \$700,000 in additional funding; approximately \$220,000 in 2014 and \$488,000 in 2015.

OBJECTIVES

Forest Lake State High's key objectives for use of the additional funding have focussed on a whole school approach to lifting the performance of all students. A primary goal is to have every student in Years 7 to 9 achieving at or above the NAPLAN National Minimum Standards for literacy and numeracy, or show improvement from an individual learning or curriculum plan. Additionally, it aims to have every Year 12 leaving the school with a Queensland Certificate of Education (QCE), a Queensland Certificate of Individual Achievement (QCIA) which recognises the achievements of students who are on individualised learning programs, a VET qualification or an Overall Position (OP) scores from Band 1 (highest) to 25 (lowest) score between 1 and 15.

STRATEGIES

The strategies adopted by Forest Lake State High to achieve these goals have centred on new programs and staff professional learning; specifically:

- implementation of the Accelerated Literacy Learning (ALL) reading project in association with Griffith University.
- refinement of the inclusive education strategies and differentiated instructional strategies being implemented across the school, with additional teacher hours for the delivery of targetted intervention.
- provision of peer-to-peer coaching and feedback to staff on instructional and differentiated strategies
- provision of teacher release time for professional development and growth for teachers in high instructional strategies aligned to literacy and numeracy.
- implementation of whole school tracking strategies across Years 7 to 12.
- purchase of new quality resources for the delivery of the programs being implemented to lift the school's performance.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Acting Principal Tom Beck says that the additional funding is paying huge dividends for Forest Lake. In the area of reading and literacy for example, the strategies which have been implemented, including participation in the ALL reading project, have resulted in major gains in reading scores for students in Years 7 to 9, with double the expected gains in achievement scores on the ACER's Progressive Achievement Tests in Reading (PAT-R). Gains which were expected to be in the order of 4.5 were over 9 in some cases.

The whole school tracking strategies and targetted interventions implemented by Forest Lake have seen a major improvement in Year 12 achievement. In 2015, 100 per cent of Forest Lake's Year 12 cohort, 218 students, passed the equivalent of 5 out of 6 subjects and all graduated with a QCE. In the Queensland Curriculum and Assessment Authority's Queensland Core Skills (QCS) Test for Year 12 students, Forest Lake's results were above the state mean for the first time ever in 2015. 84 per cent of students achieved OP scores in Bands 1 to 15.

WHAT THE FULL GONSKI WOULD MEAN TO FOREST LAKE STATE HIGH SCHOOL

The full six years of Gonski funding would allow Forest Lake to embed and extend the highly successful strategies which have been implemented to date. Mr Beck says this would ensure that the school could continue to achieve such impressive outcomes for its predominantly working class student population.

He says that what Forest Lake has achieved with its Gonski funding epitomises what public education is about; creating social mobility through positive means and enabling students to reach their potential and be rewarded for their achievements and hard work.



KATOOMBA HIGH SCHOOL

Katoomba High School is a comprehensive secondary school in the Upper Blue Mountains of NSW. It has an enrolment of approximately 670 students from a mix of SES backgrounds, with around half from the two lowest SES quartiles. Around 10 per cent of students are Aboriginal, with a further 10 per cent from non-English-speaking backgrounds. The school has a support faculty which caters for the needs of students with disabilities.



GONSKI FUNDING AT KATOOMBA HIGH SCHOOL

Katoomba High School has received over \$200,000 in additional Gonski funding including approximately \$120,000 in 2015.

OBJECTIVES

Katoomba High's objectives for use of the additional funding have centred on:

- enhancement of student engagement through offering new approaches to curriculum and providing additional staff to lead and support programs that enhance student wellbeing.
- provision of additional support to improve literacy and numeracy.
- strengthening community partnerships.

STRATEGIES

The particular strategies adopted by Katoomba High School include:

- employment of additional staff to boost student literacy and numeracy outcomes across the school.
- setting up a Learning Hub for students who have particular emotional and behavioural needs, which provides them with extra support while allowing them to access the mainstream curriculum.
- offering an HSC tutoring program for students who are completing Year 12 which incorporates more one-on-one individual mentoring to enhance their academic results.
- hiring a voice teacher for the first time to allow students to explore their singing talents, in addition to the school's music program.
- establishment of a bush regeneration and land care project named Birriban (after Birriban, the Gundungurra word for Emu) which is restoring a neglected bush area of the school and making it into a place where Aboriginal culture is being shared and nurtured.
- employment of an Aboriginal Community Liaison Officer full-time to increase the school's connections to the Aboriginal community.
- development of a motorcycle program aimed at increasing engagement and leadership skills amongst at-risk students.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Principal Jenny Boyall says that Gonski funding has allowed greater flexibility and creativity to invest in the school according to the particular needs of Katoomba's students. Ms Boyall says that although it is early days, the additional funding has resulted in "increased engagement, improved academic results and enhanced a sense of belonging and connectedness for students and the community."

The Birriban project, which began as an alternative to sport and a way to connect Aboriginal students to their culture and heritage, is now a dynamic outdoor learning environment that is being used across the curriculum to teach Art, Science, English, Geography and Maths.

The motor cycle program for disengaged boys is already producing results. Of the eight boys who took part in its first year, three are now in work and five are doing their HSC.

WHAT THE FULL GONSKI WOULD MEAN TO KATOOMBA HIGH SCHOOL

The full six years of Gonski funding would enable Katoomba to build on the progress made since 2014. Ms Boyall says that "it's funding we urgently need to continue into the years ahead because we've only just begun, and investment in our young people is worth fighting for."

Katoomba High's plans for the future include:

- expansion of the individual support offered to students.
- building the capacity of teachers with more professional development.
- expansion of Birriban to include a bush tucker garden, outdoor cola area and provide an increased opportunity for Aboriginal community members, such as local artists, to engage with students.
- employment of an extra teacher to work with at risk students and increase our attendance rates.
- provision of more options and programs for disengaged students and for successful transition from school to work.
- expansion of the music program to strengthen initiatives such as the newly formed contemporary orchestra.
- offering more support to strengthen the school's literacy, numeracy and enrichment programs.

KEDRON STATE HIGH SCHOOL

Kedron State High School is co-educational secondary school in the northern metropolitan area of Brisbane. The school has an enrolment of 1450 students, with a strong multicultural mix and range of SES backgrounds. A recent language census showed that over 50 languages are spoken within the school community, which includes international students as well as new arrivals to Australia. In 2015 around 35 per cent of students had a non-English-speaking background, with over 30 per cent speaking English as a Second Language (ESL). An ESL unit was established in 2002 to provide support for these students. Approximately 35 Indigenous students are enrolled. Kedron has had a Special Education Program (SEP) since 1979 which caters for students with a variety of identified disabilities and includes deaf students who are supported in mainstream classes for most subjects according to their educational needs.



GONSKI FUNDING AT KEDRON HIGH SCHOOL

Since 2014 Kedron has received almost \$1.3 million in additional Gonski funding; \$506,000 in 2014 and \$766,000 in 2015.

OBJECTIVES

Kedron's objectives for use of the additional funding are focussed on whole school literacy and numeracy strategies to improve outcomes for all students, in particular the improvement of:

- literacy outcomes for English as an Additional Language or Dialect (EALD) students, including reducing the number of students in the NAPLAN Lower Two Bands (L2B) and increasing the numbers in the NAPLAN Upper Two Bands (U2B) in Reading for Years 7 and 9 through targeted intervention.
- numeracy outcomes for all students in U2B.
- staff skill levels in high impact literacy and numeracy strategies.
- Queensland Certificate of Education (QCE) results.

STRATEGIES

Kedron's strategies have centred on:

- employment of additional teachers and teacher aides to support students of greatest need, through more direct and targeted teaching.
- targeted literacy and numeracy programs for students at all levels.
- provision of ongoing effective professional development for staff through co-coaching and direct training with a clear focus on literacy and numeracy.
- improvements in tracking and coaching of students to improve QCE attainment.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

As a result of the additional funding there has been a lift in the performance of many students, in particular those requiring EALD language support. NAPLAN results in reading, writing, and numeracy have shown demonstrable improvement.

- Survey data of students who participated in the small groups and U2B and L2B projects shows 94% of students increased their result across a band.
- NAPLAN relative gain data in Years 7 and 9 for reading and numeracy has demonstrated strong gains for the vast majority of students, in particular for students identified as below NMS.
- Teachers' formative assessment data and the improvement of already strong results in both behaviour and effort reporting, indicates an increase in student engagement and re-engagement through the programs being offered for both EALD and mainstream students.
- Renewed programs for QCE saw over 97 per cent of students in 2015 complete a suitable senior pathway and acquire a QCE; another strong improvement on previous years.

WHAT THE FULL GONSKI WOULD MEAN TO KEDRON STATE HIGH SCHOOL

Principal Joseba Larrazabal says that:

...The Gonski campaign is not a political campaign. This is not about one side of politics or another. It is very much about getting a firm commitment from all of our political leaders around 'needs based funding' for schools. Schools know that a continuation of Gonski funding will make a huge difference for our students well into the future. I believe this is an important message to share.

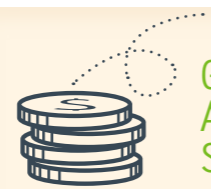
If Kedron receives the full six years of Gonski funding it has plans to embed the gains that have been made to date as well as:

- expansion of the individual support offered to students and allowing the school to effectively case manage individual students and differentiate their learning experience to cater for their needs.
- reduction of class sizes to allow for a more targeted approach for all students and a greater opportunity for direct engagement with their teachers.
- further boosting the capacity of teachers through enhanced provision of quality professional development.



MANSFIELD STATE SCHOOL

Mansfield State School is a co-educational state primary school in the south-east of Brisbane. It has a stable enrolment pattern with many of the 931 students currently enrolled living in the local suburbs of Mansfield and Wishart. Mansfield has a diverse cultural background. 20 per cent of its students were born overseas in 44 different countries. A significant percentage of these students have come to Australia from India, South Korea, Malaysia, New Zealand and the Philippines. 443 students, almost half of Mansfield's enrolment, whose first language is not English receive English an Additional Language or Dialect (EALD) support. Mansfield has a small cohort (around 2%) of Aboriginal and Torres Strait Islander students.



GONSKI FUNDING AT MANSFIELD STATE SCHOOL

Mansfield State School has received approximately \$720,000 in additional funding; \$360,000 a year in years 2014 and 2015.

OBJECTIVES

Mansfield's plans for its additional Gonski funding have focussed on improving the literacy and numeracy achievements of its students through greater investment in developing the knowledge, skills and understanding of its teaching and support staff. Its specific goals for student achievement have centred on:

- improved performance by Year 3 students in NAPLAN Upper 2 Bands (U2B) in reading and numeracy (2014); and Year 5 reading and numeracy (2015).
- improvement of the proportion of students achieving high gains in NAPLAN from Years 3-5 and 5-7 in reading and numeracy.
- improvement of student performance in classroom English in Years 1-3 (2014).
- development of support plans for the 3 per cent of students across Years 3, 5 and 7 in 2014 who were not achieving the NAPLAN National Minimum Standards (NMS) in reading and numeracy with the longer-term goal of ensuring all eligible students across all year levels reach the NMS.

STRATEGIES

Mansfield has provided additional teaching staff and teacher aide support to develop and implement student-centred improvement programs, increased levels of quality professional development for staff, and sufficient staff and student resources to effectively implement its new programs and strategies. The school has:

- engaged literacy, numeracy and Information and Communications Technology (ICT) coaches to mentor Year P-1 and Year 2-3 teachers and assist students, with a significant budget to support class teacher placements, professional learning, release time for P-3 teachers, teacher aide support, age-appropriate resources and research.
- provided expertise and resources to implement early foundations in language and literacy programs, such as MultiLIT and MiniLIT, targeted programs which provide intensive support in reading and writing for students who require it.
- undertaken teacher audits each semester to set learning goals, achievement targets and feedback processes for each student.
- employed a 0.2 full-time equivalent (FTE) Gifted and Talented teacher to develop and implement whole of school Gifted and Talented programs with a focus on literacy and numeracy.
- provided additional staff and resources for EALD support for almost half its student population.

A particular focus of Mansfield's Gonski expenditure has been on increased investment in STEM (Science, Technology, Engineering and Mathematics) and digital learning. Significant expenditure has been made on equipment to support new STEM programs, including implementing new Mathematics and Numeracy extensions programs, such as Role M, across the lower years, and the implementation of a STEM Academic Excellence Award.

Mansfield has also invested in more sophisticated technology to facilitate digital learning through the purchase of iPads and employing a part-time (0.5) Digital Learning Head of Department to assist both students and parents with digital learning.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Principal Bronwyn Campbell, who sees investment in Australia's public schools and developing the potential of all our children and young people as an important form of nation-building, says the benefits of the additional funding cannot be underestimated. Among those benefits are:

- expansion of individual support to students and reducing class sizes.
- building the capacity of the school's teachers with more professional development and what Ms Campbell describes as "investing in our people" by assisting, training and developing staff in such a way that it adds to the joy of teaching.
- inspiring and training teachers in STEM areas to give students more opportunities.
- Improvement of digital learning through teacher professional development and training and the provision of much-needed digital resources.

Ms Campbell says that "investing additional funding in professional learning and developing a school's 'people resources' is essential as in the long run they are the most meaningful resource a school has." Buying in more sophisticated technology also has the added long term benefit of allowing resources to be targeted more meaningfully. She believes that all schools should be resourced at levels which enable them to "be the best they can be in every way because we can't afford to let one Australian child down".

WHAT THE FULL GONSKI WOULD MEAN TO MANSFIELD STATE SCHOOL

The full six years of Gonski funding would enable Mansfield to:

- further expand the individual support offered to students and reduce class sizes.
- provide additional professional development to further build the capacity of teachers.
- increase its investment in inspiring and training teachers in the areas of science and maths to broaden student opportunities.
- improve digital learning through increased teacher training and provision of digital resources.

MANSFIELD STATE HIGH SCHOOL

Mansfield State High School is a co-educational government secondary school in southern Brisbane. It has an enrolment of approximately 2200 students from diverse socio-economic and ethnic backgrounds. Forty per cent of students are from non-English-speaking backgrounds, and over 65 different languages are spoken at home, with approximately 5 per cent of students receiving intensive English as an Additional Language or Dialect (EALD) support. It has a small (approximately 6 per cent) Indigenous enrolment.



GONSKI FUNDING AT MANSFIELD STATE HIGH SCHOOL

Mansfield State High School has received over \$850,000 in additional funding for 2014 and 2015.

OBJECTIVES

Mansfield State High has focussed on building upon its existing programs and introducing new programs, aimed at:

- lifting the numbers of students achieving at or above the NAPLAN National Minimum Standards (NMS) in Reading, Writing and Numeracy.
- increasing the percentage of students in the NAPLAN Upper 2 Bands (U2B) in Reading, Writing and Numeracy.
- improving teacher capability in delivering quality teaching and learning through enhanced professional development, mentoring and coaching.

STRATEGIES

The strategies adopted by Mansfield State High include:

- developing targeted intervention strategies to identify students at risk of not achieving NAPLAN NMS in Reading and Numeracy.
- implementation of a 'Reading at Mansfield Program' (RAMP) based upon the SRA Corrective Reading Program, including training and employment of accredited teachers and teacher aides to support the program.
- developing and implementing whole school literacy and numeracy improvement strategies, including the appointment of additional Literacy and Numeracy Coordinators as well as a Head of Department: Learning and Performance to support teachers and staff professional development and learning through provision of release time.
- accessing external consultants from LogonLiteracy to provide training to teachers in a common language of literacy, higher thinking and comprehension skills, with extensive teaching strategies and resources suitable for use in the classroom.
- rolling out of whole school approaches to structured writing and reading techniques including the school-adapted TEEL (T – Topic Sentence/E – Evidence/E – Explanation /L – Linking) paragraph writing strategy, the Eagle and Wolf program for reading challenging texts and the Polya problem-solving method for Mathematics.
- targeted professional development for staff in The Art and Science of Teaching and Coaching Accreditation Program.
- regularly reviewing a range of data to inform teaching practice, with the assistance of data specialists and other school experts in interpreting data and building consistency in the delivery of whole school literacy and numeracy programs.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Executive Principal Karen Tanks says that *“all students at Mansfield State High School are now given a greater chance to be successful and to improve their own performance. It is inspiring to see what we as educators have been able to do for our students.”*

2015 NAPLAN data shows Mansfield State High received the highest average score of all schools, including private schools, in the local area.

- Reading: 98.9% ● Writing: 94% ● Spelling: 97.8%
- Grammar: 98.1% ● Numeracy: 99.5%

In addition, Ms Tanks says that Mansfield's 2015 Year 12 results were the best in the history of the school.

- English: 77 A's at Exit
- 14 students received an Overall Position (OP) 1 score [OP scores from Band 1 (highest) to 25 (lowest)]
- 32% of students received OP scores between 1 and 5
- 4 students received an A in the QLD Core Skills Test (QCS)


WHAT THE FULL GONSKI WOULD MEAN TO MANSFIELD STATE HIGH SCHOOL

The full six years of Gonski funding would enable Mansfield State High to build on its successful initiatives for enhancing student learning and achievement. It would continue to fund new programs implemented such as RAMP and additional Teacher/Teacher Aide hours. In addition, the capacity of teachers and consistency of teaching to expected standards would be developed for all staff through greater professional development and learning.

Ms Tanks says Mansfield State High would also be able to expand the individual support offered to students, and improve digital learning through greater teacher training and increased provision of quality digital resources.

MERRYLANDS HIGH SCHOOL

Merrylands High School is a comprehensive high school in western Sydney. It has an enrolment of approximately 720 students from a diverse range of socio-economic and ethnic backgrounds. Over half of the school's students are from the lowest SES quartile; 80 per cent from the lowest two quartiles. Around 72 per cent are from non-English-speaking backgrounds, with over 50 different cultures represented. Merrylands has 16 Aboriginal students (2.2%) and 8% of the student population are identified as refugees with a further 8% identified as having 'refugee-like experiences'. Arabic, Turkish, Afghani, Hindi and Pacific Islander (Maori, Tongan and Samoan) are the most common languages other than English.



**GONSKI
FUNDING AT
MERRYLANDS
HIGH SCHOOL**

Merrylands High School has received approximately half a million dollars in additional Gonski funding over 2014 – 2016.

OBJECTIVES

As a school in a low socio-economic and high Language Background Other than English (LBOTE) community, Merrylands has focussed its additional funding on continuing and extending the significant improvements made since it began receiving equity funding in 2009. Its primary objective is increasing levels of support to students with the greatest unmet educational needs through whole-school reform.

Key specific objectives include:

- improvement of the learning outcomes of HSC students and value-added HSC results, and increasing the numbers of students participating in University partnership programs, studying an ATAR pathway and entering university.
- lifting student attendance and engagement, providing targeted support to 'at risk' students, such as those with high absentee rates, and increasing the number of parents/carers involved in the school and their child/children's achievements.
- improved performance by Year 3 students in NAPLAN Upper 2 Bands (U2B) in reading and numeracy (2014); and Year 5 reading and numeracy (2015).
- improvement of the proportion of students achieving high gains in NAPLAN from Years 3-5 and 5-7 in reading and numeracy.
- improvement of student performance in classroom English in Years 1-3 (2014).
- development of support plans for the 3 per cent of students across Years 3, 5 and 7 in 2014 who were not achieving the NAPLAN National Minimum Standards (NMS) in reading and numeracy with the longer-term goal of ensuring all eligible students across all year levels reach the NMS.

STRATEGIES

The strategies adopted by Merrylands High include:

- creation of three teams of skilled personnel (the Attendance and Engagement, Learning and Engagement, and Senior Leadership teams) to work across the areas identified as most in need of improvement.
- identification and development of a scaffold approach to skill development, confidence in learning and individual learning plans (ILPs) for students.
- increasing the level of individual and small group tutorials and targeted programs and university and community partnerships.
- implementation of a range of proactive programs to support students' social skills, resilience and emotional intelligence in conjunction with community and local youth health service providers, as well as programs to support students and their families, including literacy and numeracy lessons for parents on how to support their child's learning.
- offering an extensive Professional Learning program for all staff.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Principal Lila Mularczyk says that since the introduction of the Attendance and Engagement, Learning and Engagement, and Senior Leadership teams, and their

extension through Gonski funding, the culture of what is expected from students, and their achievement levels, have transformed significantly.

There have been ongoing improvements in attendance, with an increase of nearly 3 per cent in 2014.

Longitudinal surveys and statistical data show increased levels of student engagement, such as a 14 per cent increase in submission of classwork and assessment tasks, and increased confidence in the school by the local community. 100 per cent of students now have an ILP or Personalised Learning Plan, with genuine parent/carer involvement in its development.

100 per cent of Higher School Certificate (HSC) eligible students at Merrylands achieved a HSC in 2014, with results improving across all bands of achievement. Analysis of the data showed a significant positive shift in students achieving high and middle bands of achievement and significant reduction in students receiving low bands of achievement. The results of high achieving students (those in Bands 5 and 6) improved by 8.4 per cent, middle achievement students (Band 4) by 5.2 per cent, and those in low achievement bands (Bands 1, 2 and 3) by 13.4 per cent. The number of students undertaking an ATAR pattern of study increased by 20 per cent in 2014, and the number of students sitting a VET or T-VET exam as part of their ATAR pathway also increased.

In 2014, 28 of Merryland's graduating students were offered University placements, up from just 13 in 2011. Ms Mularczyk says that the majority of them were the first in their families to attend university and several



were refugees whose proud parents may never have imagined such a possibility for their children. University Partnership programs on offer for students and their parents/carers have increased, with students presently receiving tutorial and mentoring support through the University of Western Sydney (UWS) Fast Forward mentoring program, UWS RAS (Refugee Action Support), UWS PATHE (Pasifika Achievement To Higher Education), and University of Technology Sydney (UTS) Tutoring for Chemistry, Biology, and Mathematics.

Merrylands is on track to improve its Year 12 results in future years, based on the improvements in NAPLAN scores to date. Since the introduction of significant levels of equity funding, the number of Year 7 students at or above the NMS for Reading rose from 84 per cent to 93 per cent between 2011 and 2014, and from 89 per cent to 93 per cent for numeracy, with similar results being achieved for Year 9s. Gonski funding in years 2014 and 2015 has allowed the school to maintain and extend these improvements.

WHAT THE FULL GONSKI WOULD MEAN TO MERRYLANDS HIGH SCHOOL

From the improvements delivered to date, Ms Mularczyk says that *“the full six years of Gonski would allow us to hit a tipping point, where the culture we are trying to build will become self-sustaining.”* The final years of Gonski funding would allow more students to achieve HSC and tertiary success. Without the funding, adequate staffing for the teams which have delivered the results would be in jeopardy. Increased Gonski funding would ensure, for example, that the paraprofessional and teaching staff in the Learning and Engagement Team could continue to support senior students, and allow Merrylands to extend the team’s support to stage 4 and 5 students also.

Gonski funding removes the barriers stopping disadvantaged kids from achieving and lifts the expectations and aspirations of an entire school community. Without Gonski our school system will continue to generate an ugly level of inequality. For disadvantaged kids, school is the bridge that lets them into Australian society. That’s why it is so crucial that we make the bridge as strong and wide as we can.



MILTON PUBLIC SCHOOL

Milton Public School is a K-6 primary school located on the south coast of New South Wales. It has an enrolment of 650 students, approximately half of whom are from the lowest two SES quartiles. Approximately 5 per cent of Milton's students are Aboriginal and Torres Strait Islander with 40 students from non-English-speaking language backgrounds.



GONSKI FUNDING AT MILTON PUBLIC SCHOOL

Milton Public School has received approximately \$165,000 in additional Gonski funding, which has been used to improve teaching and learning, support educational best practice, and to provide extra staffing and resources for the benefit of all students.

OBJECTIVES

Within a framework of improving the literacy and numeracy of all students, Milton's particular focus has been on boosting support for students who are experiencing difficulties with literacy and numeracy; broadening the curriculum and engaging students according to their specific needs, early intervention, and closing the gap for Indigenous students.

STRATEGIES

Milton Public School has focussed its improvement strategies on:

- applying the bulk of its additional money to the formation of a targeted early literacy and numeracy class by employing a teacher and Student Learning Support Officer 5 half days a week to work with selected students from years 1 and 2 in an intensive program running for 7 weeks at a time.
- employment of additional learning support staff to enable two teachers to be available to support both students, individually and in small groups, and teachers through providing advice, preparing/sourcing resources, jointly creating programs as well as a support to teachers when working with parents.
- trialling a new class to support its gifted and talented students.
- consolidation of the employment of two Aboriginal Education Workers on a part-time basis to assist Aboriginal students in the classroom with learning needs, cultural links and community connections.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Milton's Principal, Mark Thomson, says the results from the first cohort of students to participate in the targeted early literacy program have been outstanding. Not only have students' grades improved significantly (as measured through pre-and-post standardised tests), but their confidence has developed, resulting in ongoing and sustained growth.

Mr Thomson says parents have been overwhelmed by the success of the new programs and support them enthusiastically. They credit the gifted and talented trial program with boosting the imagination, intelligence and creativity of the students participating. Dee Garrett, a parent of two sons who have participated in the class, says that it has been a fantastic chance for a range of children to extend on their interests and abilities and open up different avenues of motivation, excitement and interest through learning that may not have been obvious to them in their general classes. She hopes the classes will be able to continue, along with many more like them, to offer variety and opportunities that assist students in growing and developing skills for life.

The parents of another young student who was struggling with reading are delighted that their son has progressed 5 reading levels in just one term of time in the class.

They say there has been a definite improvement in their son's confidence; that his fluency has improved and that he now willingly attempts challenging words and has the ability to work them out correctly most of the time.

"It is wonderful to have this additional funding to be able to make such a huge, life changing difference for these children," Mr Thomson says.

WHAT THE FULL GONSKI WOULD MEAN TO MILTON PUBLIC SCHOOL

The full six years of Gonski funding would enable Milton Public School to build on these early successes, with a particular emphasis on:

- expanding the intensive literacy and numeracy program to include senior primary students, especially stage 3 students, to prepare them for high school.
- building on the success of the trial gifted and talented program by making this rich learning opportunity a permanent feature of the school.

Mr Thomson also looks forward to enriching the support program for Milton's Aboriginal students. He says:

"We would love to offer a cultural stream running alongside an academic support stream to enable our Aboriginal students every opportunity to become successful adults who are both aware and proud of their Aboriginal heritage. A program such as this would involve working closely with the Aboriginal community through our local Aboriginal Education Consultative Group, strengthening our community links whilst supporting our Aboriginal students both culturally and academically. We are currently trialling elements of this program, but with additional Gonski funding we would be able to implement it in full."

MINIMBAH STATE SCHOOL

Minimbah State School, north of Brisbane, was established in 1997. It has a stable enrolment of approximately 800 students, with all families living in the local area. Minimbah has a high number of low-SES students. 40 per cent of students are from the lowest SES quartile, with approximately 75 per cent from the lowest two quartiles. Around 40 students are Indigenous. There is no significant representation of ethnic or cultural groups from outside of Australia at the school, with approximately 30 students from non-English-speaking language backgrounds. Minimbah has a special education unit which caters for approximately 40 students with disabilities, who participate fully in regular classroom learning with support.



GONSKI FUNDING AT MINIMBAH STATE SCHOOL

Since 2014, Minimbah has received over \$480,000 in additional Gonski funding; \$217,770 in 2014 and \$270,970 in 2015.

OBJECTIVES

Minimbah had a range of objectives for improving teaching and learning through use of its additional funding in 2014 and 2015. Because of the large number of low SES students in the school, improving literacy through raising the quality of teaching and the amount of support children received in class was its first overarching key objective. Its more specific objectives were to:

- increase the percentage of students meeting the National Minimum Standard (NMS) in Reading in Year 3; in Writing for Year 5.
- increase the proportion of students in the NAPLAN Upper 2 Bands (U2B) in Numeracy in Year 5.
- diagnose and address learning difficulties in Prep–Year 3 and ensure students achieve the NMS for Literacy and Numeracy for their year level or have an evidence-based plan in place to address their specific leaning difficulties.
- improve teacher capability in NAPLAN and other relevant data analysis and pedagogical practices, based on identified student need.
- improve student outcomes based on early intervention with occupational therapy, speech pathology and capacity building of teacher aides and teachers with appropriate and targeted professional development.

STRATEGIES

The strategies Minimbah chose to work towards these objectives include:

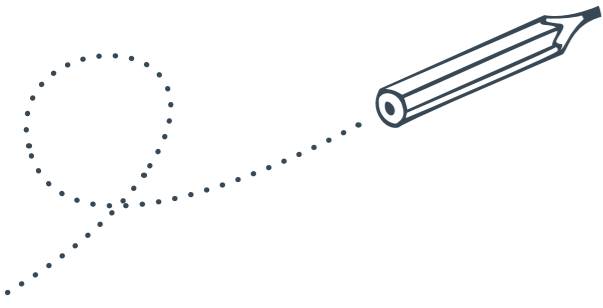
- improvement of literacy training and resources for all staff to support the reading program across the whole school.
- review of student data monthly (eg. NAPLAN, ACER Progressive Achievement Tests in Reading and Maths, student attendance) and providing an effective learning plan for all Year 3, 4 and 5 students below the NMS.
- providing greater Occupational and Speech Therapy services and support, and linking with tertiary institutions and specialists to implement programs in Early Years Education, Occupational Therapy, Speech Pathology, Hearing and Vision Difficulties.
- converting the school's 0.5 Master Teacher to 1.0 FTE to focus on pedagogical improvement across the school.
- implementing strategies based on evidence from standardised testing, moderated school data and effect size measures, underpinned by the works of John Hattie and Michael Fullan.

BENEFITS OF THE ADDITIONAL GONSKI FUNDING AT MINIMBAH

Our school is focussed on creating a learning environment which meets the needs of every child, and ensures that all can reach their potential. Making sure every child has the opportunities and support they need takes resources, which is why the extra funding we have received through the Gonski reforms has made a huge difference to the school. (Principal Sean Bennett)

The additional Gonski funding has enabled Minimbah to make significant steps in meeting its objective of improving literacy. Principal Sean Bennett says that *"this is the first time we have had the resources to implement a full program to improve literacy...the amount we actually need to meet the needs of the students, rather than some extra funding for a one-off program that won't cover demand."*

Professional development for teachers has been a priority because of the crucial role of teachers in making a difference to students, and the importance of effective training in making a difference to teachers. Minimbah's use of a pedagogical specialist for three days of intensive literacy training/professional development for all staff has led to a greater consistency in approach and lesson quality, and made it easier for teachers to collaborate and work together.



The literacy program specifically targeting reading for Prep to Year 3 is producing impressive results. Within six months of the reading program starting students were recording between nine months and two years of progress, with the greatest improvement in Years 1 and 2. Student engagement has improved and there has been the additional benefit of greater parent engagement in the school through their enthusiasm for the results of improving reading program.

Resources have been invested in raising teacher confidence in helping students, especially those with special needs, and the additional funding has also allowed Minimbah to make more effective use of Teacher's Aides, who received training in identifying and addressing speech problems, and to develop a bank of volunteers to assist with classes. The focus on addressing hearing and vision issues, which impact on a student's ability to learn, has seen the school run hearing tests for every child from Prep to Year 3, and vision screening for every child in Year 3. In 2016 the vision screening will include further optometrist follow up and the provision of glasses if necessary.

For older students, Minimbah is also running Gifted and Talented activities in Mathematics, Science and Robotics which would not have been possible without Gonski resources, and which are increasing children's engagement and love of learning. The robotics program has been extended to all students from Year 1 to 3 in 2016 and is supported by the appointment of a specialist Science Teacher.

WHAT THE FULL GONSKI WOULD MEAN TO MINIMBAH

Minimbah is embedding its 2015 literacy improvements and implementing similar initiatives and programs for writing in 2016. The maintenance of Gonski funding beyond 2017 would enable a similar approach to improving numeracy across the school. In addition, Minimbah would implement plans for extending support to older students who are struggling with literacy and numeracy and at risk of falling behind.



MORAYFIELD STATE SCHOOL



Morayfield State High School is a co-educational state school in the Moreton Bay region of QLD with a current enrolment of approximately 1500 students. Half the student population is in the lowest SES quartile, with over 80 per cent of students in the lowest two quartiles. 10 per cent (approximately 150) students are Aboriginal and Torres Strait Islander, and 9 per cent (approximately 135) are from non-English-speaking backgrounds, with approximately 110 Pacific Islander students. Morayfield has a Special Education Program which caters for 115 students with disabilities, both within the Special Education Unit and mainstream classes.



GONSKI FUNDING AT MORAYFIELD STATE HIGH SCHOOL

Morayfield State High School received approximately \$140,000 in additional Gonski funding in 2014 and \$453,000 in 2015. It will receive an estimated \$760,000 in 2016.

OBJECTIVES

Morayfield's broad focus has been on boosting literacy and numeracy in order to:

- increase the numbers of students achieving National Minimum Standards (NMS) for literacy and numeracy for their year level or have an evidence-based learning plan, developed by the school, to address their specific learning difficulties.
- increase the number of students in the NAPLAN Upper 2 Bands (U2B) in each domain, with a specific focus on Year 9 in Reading, Writing and Numeracy in 2015.
- ensure every student completing Year 12 has achieved the Literacy and Numeracy standard for QCE achievement.
- lift the percentage of students in Years 7 to 10 achieving a 'C' standard or above in English and Mathematics.
- increase the percentage of Year 12 students attaining a Queensland Certificate of Education (QCE) from 93 per cent in 2014 to 95 per cent in 2015.

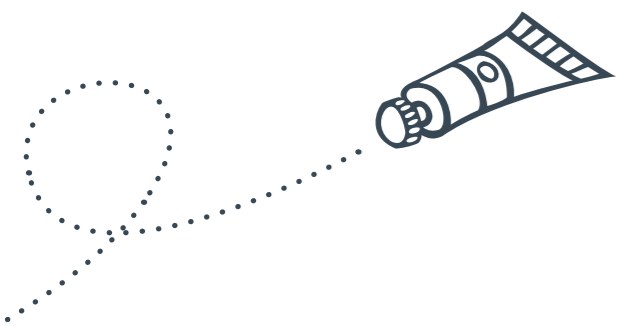
STRATEGIES

Morayfield has focussed its expenditure on whole school strategies to improve reading and numeracy: employing additional specialist and support staff, high quality professional development for classroom teachers, and resources to support the initiatives being developed and implemented. Specific strategies include:

- funding 3.0 full-time equivalent (FTE) Literacy, Numeracy and Pedagogy Coaches to build the capability of teachers across all subject areas to ensure literacy and numeracy improvement strategies are being embedded.
- employment of a 1.0 FTE support teacher to build the capability of teachers in increasing learning engagement time through effective classroom management, using the ESCM (Essential Skills for Classroom Management) and Classroom Profiling Professional Development models.
- provision of release time for experienced teachers to develop programs and resources for LANES (Literacy and Numeracy Essential Skills) across Years 7–12.
- purchase of additional teacher aide time (62.5 hours per week) to support targeted literacy and numeracy intervention programs, the preparation of Learning Improvement Programs, and to support resource preparation.
- purchase of additional teacher aide time (100 hours per week) to support the completion of Learning Improvement Plans for students not achieving the NMS.
- employment of 3.29 FTE teacher aides in 2016 to support literacy and numeracy strategies in classrooms.
- delivery of professional development and providing release time to build the capacity of all English and Maths teachers to support literacy and numeracy improvement, using the Teaching Mathematics, 7 Steps in Writing and QELi (Queensland Education Leadership Institute) Coaching programs.
- provision of decoding training and release time for staff to support improvement in reading comprehension.
- purchase of IT resources to support literacy and numeracy development such as subscriptions to online maths and spelling programs, online diagnostic assessment instruments, digital teacher observation and feedback platforms, and additional computer hardware to build teacher capability and other necessary resources to support program implementation.
- provision of opportunities for parents to develop skills to support student learning through forums and parent workshops.
- purchase of Teacher Release Scheme (TRS) time to allow class teachers to participate in coaching, mentoring, professional learning communities, peer observation and feedback, and classroom profiling.

BENEFITS OF THE ADDITIONAL GONSKI FUNDING AT MORAYFIELD

Morayfield Principal Peter Keen says these initiatives are of significant benefit to students and staff. Greater and more relevant professional development for teachers, increases in teacher aide time and training, and more physical resources and programs, have resulted in above national average improvement in numeracy and reading over the last two years.



In particular, there has been significant above national average improvement in writing and grammar and punctuation for junior secondary students. Ninety nine per cent of 2015 graduating students had achieved either a Queensland Certificate of Education (QCE), a Queensland Certificate of Individual Achievement (QCIA) which recognises the achievements of students who are on individualised learning programs, or VET qualification.

Teacher morale has improved as a result of the additional support and there is a noticeable sense that teachers feel they are 'making a difference' for their students. They feel more able to work effectively with struggling students with a specific program and the assistance of a coach or teacher aide, as well as extending the more academically capable students so they fulfil their potential.

WHAT THE FULL GONSKI WOULD MEAN TO MORAYFIELD SHS

For Morayfield these achievements would be unsustainable without the full six years of Gonski funding. Mr Keen says the full six years would enable the school to build on the initiatives it has developed and implemented to date, maintaining its focus on dedicating resources to staffing, increased professional development to build the capacity of teachers and support staff, and appropriate levels of quality resources to support programs.

The school would also target specific resources to a transition support program for students identified from feeder primary schools who require strong, extra support. This support would focus not only on immediate learning needs but also on social and mental health needs in order for them to be able to participate more fully in school life.



PARALOWIE SCHOOL

Paralowie is a large Reception to Year 12 school of over 1300 students in a disadvantaged area of the northern suburbs in Adelaide. Almost 60 per cent of its students are from the lowest SES quartile; around 85 per cent from the lowest two quartiles. 45 per cent of students are eligible for South Australia's School Card scheme which offers financial assistance with educational expenses for low income families. Nine per cent (approximately 120) of Paralowie's students are Aboriginal, 30 per cent (approx. 416 students) are from English as an Alternative Language or Dialect (EALD) backgrounds, 10 per cent (approx. 140) are identified as Students with Disabilities and 12% (161) are enrolled through the ICAN Flexible Learning Options Program.



GONSKI FUNDING AT PARALOWIE SCHOOL

Paralowie has received almost \$800,000 in additional funding; \$314,000 in 2014 and approximately \$470,000 in 2015.

OBJECTIVES

Paralowie has focussed initially on lifting literacy, numeracy, academic results and social and emotional wellbeing for students with disability and learning difficulties, students with EALD background Aboriginal Students and at risk students.

STRATEGIES

The strategies adopted by Paralowie to achieve these objectives include:

- extra in-class support through teacher aides, individual learning plans and extra programs with a focus on literacy, numeracy and wellbeing for these students.
- reduction of the size of groups and classes struggling students were working in so they could receive greater individual attention.
- release of a teacher for 0.2 time to mentor Years 8 and 9 students at risk of becoming disengaged from learning due to home environment, social issues or mental health considerations.
- provision of more quality professional learning opportunities by releasing staff members to participate in Professional Development and form a core group of R-12 teachers to deliver local professional learning.
- provision of Wellbeing Case Management for Aboriginal students and families.
- release of two senior school teachers (each 0.2 full-time equivalent) to support senior students in the completion of their South Australian Certificate of Education (SACE).
- engagement of an outside service organisation (Youth Opportunities) to deliver a personal leadership program to identified at risk students.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Paralowie Principal Peter McKay says that that because literacy is the basis of everything else students do, those who have received extra support are now more engaged and successful in other subjects.

The NAPLAN results of the targetted students have seen significant gains. In addition the school is also using PAT testing programs, Running Records and Literacy Pro to determine how students are improving.

With Literacy Pro an increase of 50 lexile points in a year is considered appropriate, but once the school put the extra support in place, students were regularly raising their scores by 150 points, with some recording increases of up to 300 points.

WHAT THE FULL GONSKI WOULD MEAN TO PARALOWIE SCHOOL

Mr McKay says "Paralowie has shown that it can turn extra resources into results for its most disadvantaged students. While the school had previously received some extra funding for those students, it was never enough to adequately meet their needs. It was only possible to achieve the improvements through the extra resources made available by two years of Gonski funding."

He sees the full six years of Gonski as essential to spread the benefits across the entire school. This could be achieved through:

- bringing in new programs to challenge students who are doing well and stretch them academically, and a broader range of subjects so students can pursue their interests.
- further investment in professional development to lift the quality of Paralowie's teaching and ensure that what it does is relevant to its students. There is a specific focus on increasing teacher understanding of 21st century learning skills and building teacher capacity to embed these in daily classroom practice. In addition, the school is working on building capacity to teach innovation and creativity as embedded components of classroom practice.

Mr McKay reports that in the past many of Paralowie's students would have gone on to work in local factories, but these jobs have disappeared and the school needs to prepare its students for the modern workplace. The school has raised its Year 12 completion rate from 38 per cent to over 90 per cent in recent years, but wants to keep expanding its VET pathways and job programs to make sure every child can leave the school with a purpose.

"Without the full six years of Gonski funding Paralowie will not be able to build on its success and give all of its students the opportunity to reach their potential."

PENSHURST PUBLIC SCHOOL

Penshurst Public School is in the southern Sydney Georges River network. It has an enrolment of approximately 440 students from a wide range of socio-economic backgrounds. The vast majority of students, around 85 per cent, are from non-English-speaking backgrounds, with over 60 different languages spoken. Penshurst Public has three classes of hearing-impaired students who are integrated for many subjects.



GONSKI FUNDING AT PENSHURST PUBLIC SCHOOL

Penshurst Public School has received over \$110,000 in additional funding in 2014 and 2015, which has been used to improve literacy and numeracy outcomes through the provision of new programs, increased staffing to support student learning, and enhanced professional development.

OBJECTIVES

Penshurst Public's objectives have focussed on improving students' literacy skills, because of the importance of early literacy to students' learning throughout their schooling; specifically:

- introducing new literacy programs to help students attain literacy targets.
- additional staff development.
- providing increased levels of individual support to students through additional student learning support officer hours.

STRATEGIES

The particular strategies adopted by Penshurst Public School to achieve these objectives include:

- introducing MultiLit and MiniLit programs to provide targeted student support.
- running a Language, Learning and Literacy (L3) program for Kindergarten students.
- providing explicit and systematic instruction and individual support for students with English as a Second Language.
- greater individual support for students through the provision of additional student learning support officer hours.
- enhanced professional development for staff in the area of literacy.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Principal Jeff Lie says that Penshurst Public is already seeing the benefits of this additional investment in literacy outcomes for students and the school.

Student achievement across the board has improved as a result of the new literacy programs, increased individual support for students, and greater staff professional development. Students who were at risk of falling behind are now meeting literacy benchmarks.

The L3 program has been successful in enhancing literacy for Penshurst's Kindergarten students which is invaluable to their future learning. Students who have recently arrived in Australia, and those just learning English, have benefitted from the intensive support they have received. Their English learning has increased their confidence and enabled them to make greater academic progress.

WHAT THE FULL GONSKI WOULD MEAN TO PENSHURST PUBLIC SCHOOL

Mr Lie says that the full six years of Gonski would enable the school to build on the achievements in student literacy made to date by:

- continuing to offer more individual support to students to meet their learning needs which is a resource-intensive undertaking.
- offering greater professional development for staff, including new staff who arrive at the school.
- introducing new mathematics programs to ensure students are able to develop essential numeracy skills.
- increasing programs for gifted and talented students.
- providing additional support for students



ROMA MITCHELL SECONDARY COLLEGE

Roma Mitchell Secondary College is a multi-campus secondary school which opened in 2011 in Adelaide's inner-north. Its three campuses, which are co-located on one site, are Girls' Education, Co-Education and Special Education. It has an enrolment of 1300 students. 15 per cent of students are identified as Students with Disabilities. This includes students within the Special Education Campus and two Special Classes and mainstream classes within the Girls' Education and Co-Education Campuses. Approximately 8 per cent of students are Aboriginal and Torres Strait Islanders (ATSI), 35 per cent have English as an Additional Language or Dialect (EALD), 2 per cent are under the Guardianship of the Minister, 18 per cent have been identified as Gifted and Talented and 36 per cent are eligible for South Australia's School Card scheme for low income families.



GONSKI FUNDING AT ROMA MITCHELL SECONDARY COLLEGE

In 2014 and 2015, Roma Mitchell Secondary College received \$370,000 in additional Gonski funding.

OBJECTIVES

A range of objectives and targets were set by the school to enhance its numeracy and literacy programs and student attendance, engagement and achievement. Specific objectives include:

- Increasing the number of students completing the compulsory Stage 1 Literacy/English requirement and enabling more students to reach the higher grade bands.
- improving progression rates between Years 7 and 9 in reading, writing, grammar and spelling.
- Boosting engagement (attendance and achievement) of students with an educational disadvantage.
- Increasing the engagement in structured lessons of Year 8-12 ATSI students.
- improving the communication skills of students with an identified speech difficulty.
- Increasing the EALD level of new arrivals in Years 8-10 and EALD levels of senior students so they can access the SACE curriculum and achieve their SACE.

STRATEGIES

Major strategies rolled out by the school, in large part as a result of the Gonski funding, include:

- appointment of a Literacy Coordinator to work with teachers to improve pedagogy with an emphasis on differentiation, scaffolding and moderation of student work. The Literacy Coordinator works with leaders and teachers to collect and organise data enabling teachers to individualise strategies for improvement, including senior school students identified as being at risk of non-completion of SACE.
- employment of student mentors to support ATSI and other students identified through the Case Management System as requiring specialised attention, by working with the student, teachers, families and broader community to engage the students in learning.
- appointment of tutors to work individually with ATSI students, families and teachers to support students in becoming more organised and completing set assessment tasks.
- employment of a Speech Pathologist to work with targeted students and build the capacity of their teacher based on current best practice.
- employment of teachers to work with Year 8 to 12 EALD students to deconstruct major assessment tasks and support students in completing assessment tasks to their highest level.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Principal Sandy Richardson says the data shows many of the objectives and targets set by the school for use of their Gonski funding have been met and most relevant data is trending upward.

For example, in the 2015 NAPLAN tests an increased percentage of students showed improvement in the upper level in Reading (6 per cent) as compared with 2014 and a decrease (1 per cent) in the percentage of students showing low progress.

A new Aboriginal Education Learning Centre has been developed which offers one-on-one and small group tutoring for Roma Mitchell's Indigenous students.

Students with disabilities have benefitted from equipping teachers and students with strategies to overcome the barriers to learning that speech, language, fluency and voice disorders present on a daily basis, and developing new specialised programs based on current best practice in Special Education to support teachers and School Services Officers with targeted students.

A further 84 students were targeted due to low EALD levels and have been provided extra EALD support across Years 8 to 10. Of these, 40 percent had improved one or more levels by August 2015, with 20 percent achieving a 2 to 3 level improvement. 89 percent of the students in the Year 10 New Arrivals Transition Class have moved into mainstream classes after one term of intensive language development.

In terms of individuals, Ms Richardson says one student who had missed two years of school is currently on track to get his SACE Stage 2 and another student successfully transitioned to the Flexi Centre to undertake SACE-based subjects and a Certificate course.

WHAT THE FULL GONSKI WOULD MEAN TO ROMA MITCHELL SECONDARY COLLEGE

Ms Richardson says the continuation of Gonski funding would help provide certainty to current programs and allow the school to meet further objectives, like the allocation of more release time for the school's Literacy Coordinator to work with a greater number of teachers.

It would also allow employment of a Speech Pathologist for two days per week rather than the current one, more teacher tutors to work with ATSI and EALD students in Literacy, Numeracy and the compulsory SACE subjects, and the appointment of a Numeracy Coordinator to work with Maths teachers to improve pedagogy.

ROOTY HILL HIGH SCHOOL



Rooty Hill High School is a large, co-educational, comprehensive community school in western Sydney based in a community experiencing rapid demographic change. The enrolment for 2016 is 1125 students. Over 50 per cent of the students enrolled for 2016 – 2017 are from culturally and linguistic diverse non-English speaking backgrounds, including a large number of families from Asia and the Pacific. There is a significant enrolment of Aboriginal students (over 5 per cent). The school FOEI (Family Occupation and Education Index) for 2016 is 122, with 70 per cent of students coming from families in the bottom two quartiles. This places the school one standard deviation below the government school average, which means that students enter high school with more challenges than students from more advantaged backgrounds. Although up to 80 per cent of students in any Year 7 group are up to 3 years below grade average on enrolment, the school's growth data is now above state average.



GONSKI FUNDING AT ROOTY HILL HIGH SCHOOL

The school's 2016 budget based on the Resource Allocation Model (RAM) is \$10,300,000. The Gonski (RAM equity) component of the budget is \$967,766.

OBJECTIVES

Rooty Hill's objective for the use of its Gonski funding is the same objective as the school has had for all its students:

- to deliver the moral contract with parents and students to help each student do his or her best. This is achieved through the development and implementation of high quality universal, targeted and intensive personalised learning programs that give each student the opportunity to do his or her best in making a successful transition to 21st century life and work.

STRATEGIES

Rooty Hill's specific strategies include:

- intensive focus on developing core ACARA capabilities in literacy, numeracy, critical and creative thinking, and the use of information and communication technologies.
- detailed personalised learning plans and reviews for all students commencing at enrolment and continuing through to the transition to further study and work.
- provision of both a junior and senior learning support program that includes year (cohort)-based universal and targeted programs, supported by intensive support for all students in completing homework and assessment tasks, improving writing and improving their skills in problem solving in Science, Technology, Engineering and Mathematics (STEM) subjects.
- employment of three in-house consultants (0.6 full-time equivalent) to assist teachers in developing their own skills in teaching the higher order discourse of the subject they teach, particularly in years 10 to 12.
- additional para-professional staff to work with students identified with a learning disability.
- implementation, with the support of the community, of a 'Bring Your Own Device' (BYOD) program that includes an e-portfolio for each student in Years 7 to 10 in which they record their achievements and growth against the ACARA capabilities.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Principal Christine Cawsey AM says that, "As a school, we have been able to use the Gonski funding to embed deep professional learning for our teachers and create a culture where it is everybody's business to improve the 21st century capabilities of our students so that, when they leave school they are confident, creative and capable learners."

Over the last three years in external measures of student performance in Years 9 and 10, students have improved from a school average of 1.5 to 2.0 standard deviations below the mean to an average of 0.5 below state average. Growth rates in NAPLAN writing at Year 9 were above state average in 2015.

Ms. Cawsey says "we have come to expect average growth rates of two to three years for the majority of students in any 12 month period and we can sustain that using some of the creative strategies the school has put in place in recent years."

The average Higher School Certificate results at the school in 2015 were the best in some years; primarily because the students and teachers worked together to significantly reduce the number of students in the lowest bands.

WHAT THE FULL GONSKI WOULD MEAN TO ROOTY HILL HIGH SCHOOL

Ms Cawsey explains that the full Gonski funding would have a greater impact in a school like Rooty Hill High School than in some other schools because, as shown by data from by the NSW Department of Education, the school is already identified as a high equity school. In other words, students from all backgrounds, including Rooty Hill's poorest students, have the same opportunities as everyone else in the school.

To sustain both the growth in performance and the high equity culture in a digital community, Rooty Hill needs to be able to continue to find innovative ways to engage learners who are starting high school with capability levels behind their peers in more affluent schools.

"With the Gonski funding our teachers have found really creative solutions; with the full Gonski we believe we can break the cycle of poverty for our poorest students and ensure all our students have the potential to succeed beyond school".

ST JOHN'S PARK HIGH SCHOOL

St John's Park High School is a large coeducational school in South Western Sydney. It has an enrolment of approximately 900 students. Over 80 per cent of its students are from the lowest two SES quartiles; 60 per cent from the lowest. The student population is culturally and linguistically diverse with more than 90 per cent of students from non-English speaking backgrounds and families from more than 60 different homelands. Students speak more than forty-one different languages including Vietnamese (31 per cent), English (10 per cent), Cantonese and Assyrian (8 per cent each). 1 per cent of enrolled students are Aboriginal.



GONSKI FUNDING AT ST JOHN'S PARK HIGH SCHOOL

St John's Park received four years of National Partnerships funding before the first year of Gonski funding in 2014. It has received around \$600,000 in additional Gonski funding in 2014–2016.

OBJECTIVES

The school's key objectives for the use of its Gonski funding have been to ensure its students are not disadvantaged at school and are able to get the guidance and support they need to reach their potential and achieve strong academic results.

STRATEGIES

The strategies adopted by St John's Park High School include:

- introduction of MultiLit programs for students struggling to read, in order that they don't fall further behind.
- provision of speech therapy to 80 students each week, because when students gain control over their speech they gain control over their learning.
- provision of occupational therapy to develop fine and gross motor skills, visual processing, sensory processing, executive functioning and social skills.
- offering art therapy supporting students at risk and refugee students.
- upgrading information technology and training teachers in how to use it.
- focussing professional learning on innovative, student-centred teaching that lets students solve real-life problems and interact with their local community.
- revamped learning spaces – some of the schools facilities such as the industrial arts area, had not been upgraded for 40 years.
- investment in student leadership and programs that build student voice and agency.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Principal Sue French says that the additional Gonski funding has allowed the school to build on the initiatives and programs which were made possible by the earlier National Partnerships funding the school received. She reports that this progress is especially important for students from low SES backgrounds, as the increased confidence they have developed flows into their academic results.

Literacy and academic achievement has improved across the school, and around 200 students have benefitted from leadership programs designed to increase students' confidence and resilience.

In 2014, St John's Park had four times as many students scoring highly in their Higher School Certificate (HSC) than in 2013, with twelve Australian Tertiary Admissions Rank (ATARs) over 90 and five over 99, with 146 of its 200 school graduates receiving university offers.

Independent research identifies St John's Park High School as one of the highest performing schools in NSW with more than 91% retention to year 12, 95% attendance, and development of students' knowledge and skills significantly above that expected from year 7 to 12.

WHAT THE FULL GONSKI WOULD MEAN TO ST JOHN'S PARK HIGH SCHOOL

From 2016, the school will introduce Individual Learning Plans for all students in Year 7 and Year 11, and from 2017 for students in Years 8 and 12. While this is a resource-intensive process, it is hugely beneficial for students.

Extra staff will be employed to reduce the workload of current teachers and increase their ability to collaborate, with senior teachers working with junior teachers to lift the quality of teaching.

The school also has plans for:

- reduction in class sizes with the goal of having no more than 22 students in each class.
- an increase in the number of students taking part in leadership programs.
- employment of an Occupational Therapist and a school nurse to improve student health and well-being.
- continuation of upgrading its out-of-date facilities.

Ms French says the school is only part way through a change of culture and learning styles. "It will need the full six years of Gonski to be able to offer all St John's High students the quality teaching and support they need to excel. This is just a glimpse of what is possible as the playing field for disadvantaged students is levelled."

ULLADULLA HIGH SCHOOL

Ulladulla High School, located on the NSW South coast was established in 1974. It has an enrolment of around 1,200 students. 70 per cent of its students are in the lowest two SES quartiles. It has an Indigenous enrolment of around 6 per cent (97 students) and a small cohort of students (around 4 per cent) are from non-English-speaking backgrounds.



GONSKI FUNDING AT ULLADULLA HIGH SCHOOL

Ulladulla High School has received significant additional funding since 2014, with over \$450,000 in 2015.



OBJECTIVES

Ulladulla's objectives for use of their additional funding have focussed on:

- improving Higher School Certificate (HSC) results and the achievement of students in the top bands of the HSC.
- improving the achievement of Aboriginal students, including increasing the number of Aboriginal students accessing and completing tertiary qualifications.
- targeted English as a Second Language (ESL) and English as an Additional Language or Dialect (EALD) programs to assist Rural and Remote New Arrivals.
- furthering links with the local business community to support student engagement and learning, with a particular focus on increasing levels of attainment for 'at risk students'.
- increasing the numbers of student leadership positions, and scholarships and awards being achieved by students across the senior years.
- improving attendance levels through innovative pedagogies that engage students more deeply.
- programs to support student mental health and students' personal learning and achievement.
- building teacher capacity and satisfaction through world class professional learning.
- facilitating improvements in the use of technology and developing more future-focussed students.

STRATEGIES

Particular strategies adopted by Ulladulla High to work towards achieving these objectives include:

- increasing the level of tutoring and mentoring for senior students studying for the HSC, and providing HSC-focussed tutoring, a study skills and homework centre for Years 7 to 10 students, as well as targeted support for New Arrival and ESL students.
- training teachers in future-focussed educational pedagogy supported by international leading educational change makers to enable them to foster 'real world learning and thinking' for students.
- offering greater support for Aboriginal students through the employment of Aboriginal staff including mentors and tutors.
- a 'Links to Learning' program which provides Years 9 and 10 students with access to TAFE Tasters courses and creating links with local businesses to provide mentoring for students and support for their vocational experience.
- whole school programs to support the mental health of students and addressing student needs which may hinder their successful achievement at school.
- increased effective use of technology in classrooms and learning spaces and training of all teachers in emerging technologies.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Ulladulla High School Principal Denise Lofts says that both student achievement and engagement and staff professional learning and collaboration have improved significantly through the effective use of the school's additional funding.

Core literacy and numeracy data has improved, as well as HSC and VET participation and achievement. Retention rates to Years 11 and 12 have improved significantly, with

the number of students making a successful transition to the HSC increasing from 105 in 2014 to 157 in 2015, and an increased percentage of students successfully completing their HSC. There has been a 200 per cent improvement in Band 6 results; 26 in total in 2015 compared to 13 in 2014. This improvement has occurred across every faculty with each faculty achieving a Band 6.

Year 9 results in Maths for boys have improved with Ulladulla High's Aboriginal students equalling or achieving above state average in both years 7 and Year 9, in particular 10 per cent above the NSW average for both Numeracy and Literacy.

Ms Lofts attributes these improvements "to the focus on professional learning, supporting students to stay at school, increasing their post-school choices and opportunities, and building more positive relationships between students and teachers and the local community." Ulladulla's focus on building relationships beyond the school has also led to engagement with schools outside Australia which has provided beneficial learning experiences for both students and staff.

WHAT THE FULL GONSKI WOULD MEAN TO ULLADULLA HIGH SCHOOL

Ms Lofts says that the full six years of Gonski funding would enable Ulladulla High to support the successful outcomes already achieved by developing and expanding programs that have begun and ensuring the cycle of improvement continues. It would enable the provision of time and teachers to support entrepreneurial learning in classrooms, and collaboration and professional dialogue opportunities within the school and beyond. Ms Lofts would also like to see the impact of wellbeing programs such as Mind Matters widened across the entire school to build the capacity of all students to be resilient and resourceful.

WADALBA COMMUNITY SCHOOL

Wadalba Community School is a comprehensive K to 12 school established in 2000 and located in the Wyong Shire on the NSW Central Coast. It has an enrolment of around 1,400 students. My School data shows that three-quarters of its students are in the lowest 2 SES quartiles. Over 100 Wadalba students (around 8 per cent) are Indigenous; 7 per cent from non-English-speaking backgrounds. Students with special needs have been integrated into mainstream school programs.



GONSKI FUNDING AT WADALBA COMMUNITY SCHOOL

Wadalba Community School has received around \$516,000 in additional Gonski funding in 2014 and 2015.

OBJECTIVES

Wadalba's focus for using its additional funding has been on:

- lifting performance by increasing support and individual attention for students.
- enhancing the school's professional learning program.
- establishing new classes to meet the needs of particular students, for both advanced learners and students requiring targeted support for their learning.

STRATEGIES

The strategies adopted by Wadalba to achieve these objectives have centred on:

- employment of a teacher-trained speech pathologist and additional para-professional support to form a collaborative team to work with individual students.
- establishment of a new fully staffed class to support vulnerable students in Years 8 and 9 including School Learning Support Officers to provide support and assistance for individual students in meeting their particular learning needs.
- creation of a Mathematics/Science advanced learner class. The class is team taught and utilises innovative student-centred pedagogies such as problem based learning (similar to high performing PISA jurisdictions), project based learning and 'flip' teaching.
- initiating a new Year 8 class known as AVID (Advancement for Individual Determination). The program involves significant and ongoing staff professional development in the use of strategies designed to encourage and support students to aim for graduation from school to university, particularly for students in families where no other family member has attended university.
- offering greater access to high quality professional learning in a wide range of areas, including in teams, which has been incorporated into practice across the school.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Wadalba reports that it is making significant progress towards achieving these objectives.

Principal Jason McGrath says:

The new class to support vulnerable Year 8 and 9 students has achieved outstanding learning outcomes for students, some of the best outcomes for all classes, through the capacity it provides to focus more intensively on individual student learning needs.

An additional benefit has been that teachers have shared their teaching and learning strategies with other staff across the school through the school's professional learning program.

In addition, the work of the advanced Math/Science learner class over two years has led to students being invited to be involved in an accelerated physics class where they will complete their Preliminary Higher School Certificate (HSC) course in Year 10.

Greater parent involvement in the school has been generated through the provision of information about the benefits to student learning, motivation and expanded study and career options through the innovative new program.

Mr McGrath says that the school "has made tremendous use of the additional equity funding which we believe will add to the learning outcomes for our students to the benefit of Australian society."

WHAT THE FULL GONSKI WOULD MEAN TO WADALBA COMMUNITY SCHOOL

In 2016 Wadalba is already using some of its additional funding to extend the class established to support vulnerable students in Year 8/9 outlined above to a stage-based Year 7/8 and Year 9/10 class.

The full six years of Gonski funding would enable Wadalba to capitalise on its ambitious objectives, including continuing with, and expanding, the programs and initiatives already in place which have been proven to be successful, in order to enhance learning opportunities for all its students, and expanding student coaching/mentoring across the whole school.

WINDAROO STATE SCHOOL

Windaroo State School is an established coeducational P-7 primary school in the Mount Warren Park area of Logan City. It has an enrolment of approximately 930 students from a wide range of socio-economic backgrounds, the majority (65 per cent) in the lowest two SES quartiles. It has approximately 50 Indigenous students and 80 students from non-English-speaking language background. A Special Education Program also operates in the school to support students with low incident support needs.



GONSKI FUNDING AT WINDAROO SCHOOL

Since 2014 Windaroo has received over \$500,000 in additional funding; around \$200,000 in 2014 and \$300,000 in 2015.

OBJECTIVES

Windaroo has focussed on lifting student literacy and numeracy performance so that all students are achieving at or above the NAPLAN National Minimum Standards, with an emphasis on building staff capacity through focussed coaching and professional development for teachers and support staff.

STRATEGIES

The strategies utilised by Windaroo to work towards successfully meeting its objectives include:

- reviewing school-based assessment data for use in developing targeted teaching strategies to improve student performance.
- engaging specialist educators and highly qualified teacher aides to support individual students and small groups with particular learning needs to improve in Reading and Writing, particularly in Prep to Grade 3.
- employing an additional teacher to support students in Literacy time.
- the introduction of the PreLit and MultiLit programs.
- building teacher capability through professional development and coaching in explicit teaching practice in reading and writing by increasing the time of a Literacy Coach.
- providing staff professional learning through reading and writing workshops supported by a cycle of observation and feedback.
- purchasing online programs in English and Maths to differentiate instruction for every student.
- supplementing the amount of quality resources to support the teaching of reading.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Principal Bobby Harding is proud of what has been achieved at Windaroo and says it could never have been done without the additional funding. Achievement of students at Windaroo has steadily improved, and Mr Harding says that:

“As a school our NAPLAN results over the past three years have moved from having nineteen various indicators below average to having only one in 2015. [This is] a great improvement indeed.”

Windaroo students have achieved at or above the national average in NAPLAN mean scale scores for the very first time. Additionally, the number of children achieving at or above a ‘C’ level has increased for both English and Maths.

WHAT THE FULL GONSKI WOULD MEAN TO WINDAROO STATE SCHOOL

The full six years of Gonski funding, would enable Windaroo to build on these early successes through:

- extending the supports currently available to students for intervention or extension, in order to further boost student achievement in English and Mathematics.
- establishing Literacy and Numeracy mentors aimed at further developing the skills of teaching staff.
- increasing hours for Guidance Officer support to further ensure the social and emotional wellbeing of students.
- strengthening the school’s ability to deliver Oral Language support, which has been proven to improve students’ future achievements in Reading, by purchasing additional Speech Pathology services.
- expanding the school’s interactive oral language program - Koala Joeys – for families with children under school age to support the early learning successes of children in the Windaroo school community.

YARRABAH STATE SCHOOL

Yarrabah State School is a Pre-Prep to Year 10 school across three separate campuses in the community of Yarrabah in Far North Queensland. The community, which faces complex inter-generational challenges including high unemployment and families living in poverty, has a population of approximately 3500 residents, with a school enrolment of approximately 500 students. The Pre-Prep campus is located 500 metres from the Primary Campus, with the Secondary Campus (Years 7 to 10) located 3 kilometres away. A Special Education Unit supporting students with disabilities across all campuses is located at the Primary campus with a specialist facility provided at the Secondary campus. All the students are of Aboriginal and/or Torres Strait Islander descent, with cultural and linguistic backgrounds at variance to the majority of teaching staff who are non-Indigenous. Most students speak Kriol/Yarrie Lingo as their home language and are taught Standard Australian English as an additional language at school.



GONSKI FUNDING AT YARRABAH STATE SCHOOL

Yarrabah State School has received over half a million dollars in additional Gonski funding; approximately \$248,000 in 2014 and \$255,000 in 2015. It will receive an estimated \$470,000 in 2016.

OBJECTIVES

Yarrabah's overall objectives for the use of its additional funding have focussed on lifting student performance with the aim of every student achieving NAPLAN National Minimum Standards (NMS) in literacy and numeracy for their year level, with an evidence-based learning plan in place to address their specific learning needs. In addition, the school aims to increase the percentage of students in the NAPLAN Upper Two Bands (U2B) of achievement, and increase the percentage of Prep students achieving PM Benchmark Reading Assessment level 9.

STRATEGIES

The strategies Yarrabah has implemented include:

- purchase of a Deputy Principal – Education Services and a Reading/Phonics Coach to lead the reading team (teachers and education assistants) in classroom delivery to ensure all classroom teachers teach reading effectively and efficiently and follow the school's Phonics Strategy.
- embedding Explicit Teaching pedagogy across the school.
- five weekly literacy and numeracy testing to track student progress, with the information used to determine teaching focus, instruction and provide appropriate levels of support to individual students.
- PM Benchmark and PROBE Reading Assessment data collected every five weeks to track and identify individual student progress.
- purchase of additional Education Assistant time to support the school's reading program and professional development of teacher aides.
- Purchase additional Teacher Release Scheme time to assist with year level collaborative planning, moderation, data analysis and professional development.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Students from Yarrabah State School face a range of challenges in their everyday life and improving their education achievement over the long-term is complex. But improvements are slowly being made through focussing on literacy programs for each early childhood cohort and the opportunity to develop a language program for all students, both initiatives being tailored for the learning needs of Yarrabah's students.

WHAT THE FULL GONSKI WOULD MEAN TO YARRABAH STATE SCHOOL

Yarrabah's Principal, Jason Evert says that the full six years of Gonski funding would enable Yarrabah to:

- support long term educational improvement of Yarrabah students by investment in the community through the employment and collective empowerment of local staff.
- further develop and implement systems that foster growth & development of teacher capability through coaching & feedback, collaboration, moderation, mentoring and professional development.
- access human resources to better support the complexities our students encounter in the face of disadvantage.
- offer students access to physical resources that they otherwise wouldn't have access to in this setting.
- target more investment in student leadership, respectful relationships and wellbeing.
- better support for students with disabilities.

GLOSSARY

This glossary outlines the key terms and acronyms used in this publication.

ACARA: Australian Curriculum, Assessment and Reporting Authority. It is the statutory authority responsible for the overall management and development of a national curriculum, the National Assessment Program (NAP) and national data collection and reporting.

ACER: Australian Council for Educational Research. ACER is a leading independent educational research centre. It undertakes contracted research and develops and distributes educational products and services.

ACLO: Aboriginal Community Liaison Officer. Role is to support and develop partnerships and understanding between the Aboriginal community and the school.

AECG: Aboriginal Education Consultative Group. Local AECGs are voluntary bodies dedicated to improving the education opportunities of Aboriginal people in their local communities through a process of collaborative consultation.

AEW: Aboriginal Education Worker. Role is to promote Aboriginal education by working with teachers to assist Aboriginal students to achieve their potential and by keeping the Aboriginal community informed of students' progress and achievements, and of school activities/ events.

ATSI: Aboriginal and Torres Strait Islander peoples

'ALL Project': research-based Accelerated Literacy Learning partnerships project. Developed by Griffith University, Queensland and designed to help schools build capacity for enhanced literacy teaching and learning.

ASD: Autism Spectrum Disorder.

ATAR: Australian Tertiary Admissions Rank. Calculated by the Universities Admissions Centre based on overall academic achievement in Year 12 for entry into most undergraduate-entry university programs in Australia.

AP: Assistant Principal.

CLO: Community Liaison Officers. Role is to assist in the development of school and community links.

DECD: SA Department for Education and Child Development.

DEC/DET: NSW Department of Education and Communities/New South Wales Department of Education and Training.

DET: Queensland Department of Education and Training/Education Queensland.

Differentiation: This refers to a wide variety of teaching techniques, lesson designs and assessment strategies that educators use to meet the individual needs of a diverse group of students in the same course, classroom, or learning environment.

'Early Action for Success' (NSW): NSW department's strategy for implementing State Literacy and Numeracy Plan. It aims to improve students' literacy and numeracy skills through a targeted approach in the early years of schooling.

'Early Start' (Queensland): Queensland Department's resource kit for teachers containing optional literacy and numeracy materials for Prep-Year 2 students.

EALD: English as an Additional Language or Dialect. Students who speak a language other than English as their first language. EALD student support aims to develop EALD students' English language competence across the curriculum.

ESL: English as a Second Language. See EALD.

GRG (Queensland): Greater Results Guarantee. Additional federal funding provided to Queensland schools from 2014. Now known as 'I4S: Investing for Success' to reflect the change in funding allocation built on a new needs-based method to better direct funding to students and schools requiring the most support.

HSC: NSW Higher School Certificate. Senior Secondary Certificate.

ICP: Individual Curriculum Plan. ICPs are individualised learning programs developed by teachers to cater for the diverse learning needs of students who perform well below the year level expectations in the whole of a learning area or across the whole curriculum. ICPs are also developed for those students who are performing well above the expectations for their year level or who are undertaking an accelerated program. Also known as Individual Learning Plans (ILPs).

L3 program: Language, Learning and Literacy Language program. NSW research-based classroom intervention program targeting text reading and writing for students in their first year of school struggling with language and literacy development.

LBOTE: Language Background Other Than English. See EALD.

MiniLIT program: an evidence-based early literacy program for struggling Year 1 readers, but may also be appropriate for "at risk" Kindergarten, and some struggling Year 2 students, developed by Macquarie University.

MultiLIT program: an evidence-based 'Making Up For Lost Time' literacy intervention program for pre-school and school aged children, developed by Macquarie University. It is also used by some adults and ESL and English as a Foreign Language students.

NAPLAN: National Assessment Program – Literacy and Numeracy. Australia's annual assessment for students in Years 3, 5, 7 and 9, made up of tests in the four areas (or 'domains') of reading, writing, language conventions (spelling, grammar and punctuation), and numeracy. The NAPLAN assessment scale used to report student progress is divided into ten bands, through Years 3, 5, 7 and 9. Band 1 is the lowest band and band 10 is the highest band, with 6 year-level appropriate bands reported for each year level.

NAPLAN NMS: NAPLAN National Minimum Standards. The national minimum standards represent minimum performance standards in literacy and numeracy for a given year level, below which students will have difficulty progressing satisfactorily at school.

NAPLAN U2B: NAPLAN Upper Two Bands. The top two bands of student achievement.

NAPLAN L2B: NAPLAN Lower Two Bands. The lowest two bands of student achievement.

Literacy and Numeracy National Partnership: Additional Federal funding provided to states and territories to improve the performance of students who are falling behind in literacy and/or numeracy, including targeted groups such as students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students.

Literacy Pro: An online program for improving students' oral reading and comprehension ability. It uses a system of measurement known as Lexile scale. Literacy Pro gathers the results from Lexile tests over time, so a student's reading development is able to be tracked.

Low SES National Partnership: Additional Federal funding provided to states and territories to support Low Socio-economic Status School Communities to improve student outcomes.

NGO: Non-Government Organisation.

Overall Position (Queensland): Queensland Curriculum and Assessment Authority's (QCAA) system to rank students for entrance to courses at universities, TAFE institutes and other tertiary institutions. An OP is the student's rank order position from 1 (highest) to 25 (lowest) based on overall achievement in approved QCAA subjects.

PAT: Progressive Achievement Tests. Developed by ACER and widely used in schools across Australia to monitor progress in key skill areas.

PAT-R: Progressive Achievement Tests in Reading.

PAT(Maths): Progressive Achievement Tests in Maths.

PM Benchmark Reading Assessment: a widely used commercial reading assessment resource.

PreLIT Program: a skills-based, early literacy preparation program for preschool children in the year before school. It is designed to complement a play-based learning environment and provides children with a sound foundation for learning to read.

PROBE Reading Assessment: A reading assessment program designed to determine the reading accuracy and comprehension of students from 8 to 15 years, although it has been successfully used with both younger readers and adults.

QCE: Queensland Certificate of Education. Senior Secondary Certificate.

QCIA: Queensland Certificate of Individual Achievement. The QCIA recognises the achievements of students who are on individualised learning programs.

QCS: The Queensland Curriculum and Assessment Authority's Core Skills Test for Year 12 students.

Rip-it Up Reading program: a research-based intervention program for students who have deficits in the way they process, file and retrieve information.

RFF: Release From Face-To-Face Teaching.

Running Records (Reading): a program for assessing a student's reading performance and progress by systematically evaluating the student's oral reading and identifying error patterns.

SACE: South Australian Certificate of Education. Senior Secondary Certificate.

SAO: NSW School Administrative Officer. School administrative officers provide support in maintaining school routines - assisting in the school library, science or home science areas, operating and maintaining classroom and office equipment and undertaking an administrative role in the school office or reception area.

SEP: Special Education Program.

SES: Socio-Economic Status. The Australian Bureau of Statistics defines socioeconomic disadvantage in terms of people's access to material and social resources as well as their ability to participate in society.

SLSO: NSW School Learning Support Officer. School learning support officers, under the supervision and direction of a teacher, assist in classroom activities, school routines, and the care and management of students with special needs.

SRA Corrective Reading Program: commercial reading program developed and distributed by SRA/McGraw-Hill for readers in Years 3 and up who are one or more years behind.

STEM: Science, Technology, Engineering and Mathematics.

TEN program: NSW 'Targeted Early Numeracy' intervention program to provide support for students experiencing substantial difficulty in learning numeracy in the early years.

TOWN program: NSW 'Taking off with Numeracy' is a whole-class intervention initiative which focuses on improving numeracy skills of students in the upper primary years identified as not performing at expected stage level.

VET: Vocational Education and Training.