Great Results Guarantee

Snapshot report

Under the agreement for 2014
Gabbinbar State School Received

Our full 2014 agreement can be found [here](#).

Our school strategies are on track to meet or exceed our targets

During 2014, we have focused on maximising the benefits of this funding for our students. After reviewing our Great Results Guarantee agreement, it is clear that we are on track to meet or exceed our targeted student outcomes. We continue to implement our strategies to ensure that every student succeeds.

**Goals**

- Increase the number of students in the NAPLAN upper two bands in Year 3 reading from 30.8% to 40% in 2015. **2014 data indicates that 50% of Year 3 Students performed in the Upper two bands**
- Develop individual learning plans for those students at risk of not achieving NMS.
- Improve teacher capabilities, through professional development and focused feedback, to achieve improved student outcomes.

**Strategies implemented include:**

**Developing Staff Capacity through**
- Regular formal teacher meetings on student data analysis.
- Developing staff capacity to triangulate high-stakes literacy data from NAPLAN and standardised test data for reading (PAT-R, Cars and Stars and PM and Informal Prose Inventory) and spelling (NAPLAN and Words Their Way) to ensure integrity of school practices around data collection.
- Cluster Pedagogy Coach working with a focus on the three pillars “Explicit Instruction, Purposeful use of Data, Coaching and Feedback”, to monitor the growth of teacher pedagogical practice.
- Targeted PD for classroom teachers and administrators to develop the skills to observe and provide feedback using the DDSW regional lead model (Three Positives and a Polisher) to improve student learning outcomes.
- Targeted PD for teachers and teacher aides to ensure consistency of practice in the process of correctly recording and analysing a running record to gain valuable information about student’s strengths and areas of concern.

**Purposeful Use of Data**
- Continual processes for diagnostic assessment, maintaining student data records and interpreting and analysing data in an on-going cycle to enable early identification, evidence-based interventions and innovative approaches to learning.
- Analysing data, determining students not achieving school targets and developing evidenced based plans to support students.
- Implementing a process to triangulate high-stakes literacy data.

**Intervention and Support**
- Additional teacher and teacher aide support during Literacy Rotations in P-3. Three reading recovery trained teachers were utilized to provide explicit instruction in effective reading strategies and provide lessons for students.
- Extension and enrichment support provided for students in reading and spelling across P-3.
- Targeting individual reading support before school provided through a Reading Club model with specially trained teachers aides and two reading recovery teachers.
- Specialized support literacy groups for students at risk in Years 1-3 focusing on identified reading and spelling strategies according to current data.
- First Steps in Reading utilized as a framework for teachers and support staff to map students at risk and provide processes to support reading strategies.
- Monitoring and adapting individual learning plans for student with disabilities.
- Communication to parents around Evidence Based Plans and Individual Curriculum Plans.

Our school strategies are showing substantial progress toward our targets

After reviewing our Great Results Guarantee agreement, it is clear that we have made progress toward our targeted student outcomes. We will continue to focus on maximising the benefits of this funding for our students, and adjust our strategies as needed to ensure every student succeeds.

**Strategies implemented include:**
- Current Prep reading data indicated that: 82% at level 5 or above 37% above Level 10.
- Words Their Way (WTW) full implementation in Prep – Year 3

**Strategies implemented include:**
- Implementing Words Their Way across P-3 this year. Words Their Way inventory used every 5 weeks to identify students’ strengths and weaknesses and to inform effectiveness of teaching.
- Early Intervention programs
  - Early identification of students at risk using the Early Start Literacy and Numeracy Prep, Oral Language Screeners - Rapt, Bureau, PAT R, Words Their Way and Running Records
  - Additional support staff Prep-Year 1 to implement intervention programs: Support-A-Talker, group programs that provide targeted intervention focusing on improving oral language – a building block to literacy success.
  - Targeted use of resources to support student learning, including teacher aides, speech language pathologists and the guidance officer to deliver various intensive intervention programs that are research based.