

Great Results Guarantee

Snapshot report

Under the agreement for 2015
Nundah State School received

\$317,224

Our full 2015 agreement can be found on our school website.

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

During 2015, 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.

Increase the percentage of students meeting the National Minimum Standard in
Reading to 94.5% for Year 3 (achieved 95%) and to 95% Year 5 (achieved 96%)
Writing to 97.5% for Year 3 (achieved 98%); 95% Year 5; (not achieved 93%)

Increase the percentage of students in the NAPLAN upper two bands in
Reading to 52% Year 3 (achieved 64%) ; and to 48% Year 5 (not achieved 41%)
Writing to 40% for Year 3 (achieved 56%) ; to 20% for Year 5; (not achieved 17%)

We continue to implement our strategies to ensure that every student succeeds.

Strategies implemented include:

- ✦ Improve teacher capability through focused coaching and professional development to improve accuracy and use of data tools, and student performance in Reading and Writing (School Data and Naplan);
- ✦ Continue to embed Australian Curriculum English;
- ✦ Maintain focus on the clear improvement agenda via the well-developed plan to foster improved student learning across the school. The priority is the implementation of *Reading to Learn* (R2L) methodology;
- ✦ Utilising a research and evidence based approach staff will work collaboratively with the Leadership Team to enhance pedagogy and assessment practices;
- ✦ Continue to implement a whole school approach to the teaching of reading and writing supported by appropriate staff training and resources;
- ✦ Provide additional teacher aide support to support the implementation of R2L and L2R teaching;
- ✦ Provide new staff with the intensive 8 day training and learning for all staff to implement a whole school pedagogical process that sets high expectations, and scaffolds learning to achieve these.
- ✦ Work collaboratively with other R2L schools to develop whole-school and unit plans that ensure reading and writing are explicitly taught, monitored and assessed in English.
- ✦ Maintain leadership team structure to enable ongoing coaching and supervision of a year level.
- ✦ Refine moderation strategies around making consistent reporting based judgments in order to ensure valid allocations of individual student levels of achievement, including development of bank of 'A-E' student work.
- ✦ Provide ongoing planning in small groups and 1-1 in the curriculum design, and R2L planning, seeing this as an opportunity to deepen learning and to build capability
- ✦ Train School Coaches and Leadership Team in a Coaching program to enable quality reflection and feedback, and build a network of coaches across schools to develop rigor and consistency in practice.
- ✦ Continue to create a climate of personal responsibility, accountability and culture of learning – Glasser Choice Theory, Reality Therapy and Lead Management Training.

Great Results Guarantee

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 some of our targeted student outcomes.

PM Reading - confidence in assessments (achieved)

Pat R

- Stanines: A high percentage of year 3 (75%), 5 (74%) and 6 (76%) students scored within stanine five to nine.
- Year levels two, three, five and six have between 12 – 15 % students scoring in stanine eight and nine.
- Between 43 – 48 % of students in year two, three, four and six improved \geq the PAT achievement scale score and achieved between stanine 5- 9.
- Effect Size: overall enormous effect size improvement in Pat Reading Comprehension achievements: (from 0.22 to 0.74); particularly, substantial effect size data in Year 1, 2, 3, 4. (0.93)

A-E results: Increase the percentage of:

C and above' English results from 82% to 90% for yrs 1-5; (not achieved 84%)

Yr 1	83%	Yr 2	86%	Yr 3	85%
Yr 4	86%	Yr 5	83%	(Yr 6	88%)

A-B% from 41% to 50%; (not achieved 45%)

Yr 1	34%	Yr 2	42%	Yr 3	58%
Yr 4	45%	Yr 5	38%	(Yr 6	36%)

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:

- Continue to embed Australian Curriculum - Literacy (General Capabilities);
- Early recognition, assessment and intervention of students experiencing learning difficulties;
- Early identification of students who could be in Upper Two bands for monitoring and targeting in R2L / L2R;
- Learning plans for students who are below the National Minimum Standard, with goals and monitoring;
- Ensure student performance targets are aspirational and generate staff ability to contribute meaningfully to attainment of GRG targets through a process of "putting faces on the data" and ongoing monitoring;
- Review and refine Independent Reading Pedagogy and Plans (Learning2Read).
- Develop formal mentoring and coaching practices for all teachers and leaders;
- Use Quality Standards for Pedagogical Process in teaching R2L stages, and L2R processes-strategies.
- Develop teacher aides' capacity to enhance literacy learning in collaboration with classroom teachers.
- Review data sources and value to inform planning; clarifying purpose and use;
- Training in accurate collection of Reading and Writing data;
- Provide timely intensive support based on individual plans, particularly in the early years & EAL students.

Regards

Deb Cox

Principal
Nundah State School