

Great Results Guarantee

SNAPSHOT REPORT

Under this agreement for 2015

Alexandra Bay State School received

\$ 10 952.32

This funding will be used to

- Guarantee that every student will either:
 - Achieve NMS in literacy and numeracy for their year level or
 - Have an evidence based learning plan in place to address their specific learning needs.
- Increase the % of Year 3 students meeting NMS in reading from 90% in 2014 to 100% by 2015.
- Increase the % of Year 3 students in the U2B in reading from 30% in 2014 to 40% by 2015.
- Increase the % of Prep students achieving PM Level 9 in reading from 66% in 2014 to 90% by 2015.
- Increase the % of Year 1 students achieving PM Level 19 in reading from 60% in 2014 to 90% by 2015.
- Increase the % of Year 2 students achieving PM Level 23 in reading from 85% in 2014 to 90% by 2015.
- Increase the % of Year 3 students achieving PM Level 25 in reading from 90% in 2014 to 100% by 2015.

Our strategy will be to

Implement Explicit Instruction in Reading

- Develop whole of school approach to reading – including modeled, shared and guided reading (Reading by 6, Archer and Hughes, Big 6, National Reading Panel “Teaching Children to Read” summary Report)
- Use the Big 6 (Bayetto) All elements of the Big 6 are taught explicitly and are part of daily consolidations.
- Align consolidations with instruction (Hollingsworth and Ybarra, Fleming, Archer and Hughes)
- Purchase human and physical resources to support explicit instruction
- Work with Early Years teacher and teacher aides to develop capacity to teach foundation literacy knowledge and skills.

Continuous process of assessing student performance in reading (Hattie, Fullan)

- Set term by term reading targets for every child to monitor progress and value added to learning
- 5 weekly monitoring [student progress meetings]
- Data meetings with admin/teachers
- Provide extra time for one on one assessment and recording on OneSchool
- Purchase TRS for Assessment and Recording on One School

Implement school wide approach to Reading intervention (Fountas and Pinnell, Fullan)

- Embed reading intervention program to run alongside class guided reading time
- Identify students requiring additional support with
- Improved use of intervention TA hours (6hours) within reading group sessions) so that Principal and Teacher are also working with intervention and/ or extension groups reading
- Fortnightly data meetings to monitor for progress and the slowing of any progress
- Purchase teacher/teacher aide hours
(2013 – 12hours) (2015 – 16hours) → longevity of system progressing into 2015

Provide "reading workshops" to parents, grandparents and community members to support the development of early foundational literacy skills. (Ready Reader in 2013, 2014, 2015)

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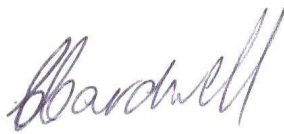
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Our school strategies are on track to meet or exceed our targets

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

Strategies implemented include:

Improving teacher pedagogy/capability – what are the components of a strong reading program? What does the explicit teaching of reading look like? Including PD, modeling, consolidations, small groups, coaching/feedback, peer observation)
 Embedding the structured and scripted Whole School Reading Programs
 Providing instructional leadership in refining best practice (EI, FLPs and reading programs) - Human resources – PD in EI and Writing
 Enhancing teacher planning - Teacher accountability and increased PD (visit high performing cluster schools, build capacity)
 Provide structured for students identified/ targeted in 2014 (intervention and extension/ gifted and talented)
 Increasing support for students in both P-3 and 4-7 – in class teacher aide support, differentiated level of support and instruction
 Developing short, medium and long term learning goals for each student
 Develop whole school data collection and decision making based on data
 Strengthen capacity to collect and use data as a base for making decisions; and monitoring of individual student progress. Include Professional Development component and data collection time
 Providing "reading workshops" to parents, grandparents and community members to support the development of early foundational literacy skills. (Ready Reader in 2013, 2014, 2015)



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 Alexandra Bay State School

*Based on 2015 data.