Great Results Guarantee

Snapshot report

Under the agreement for 2014
Marshall Road State School received $128,190

Our full 2014 agreement can be found here:
https://marsroadss.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

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.

Strategies implemented include:

- **Implement our Explicit Teaching of Reading and Explicit Teaching of Writing Plans**
  - Explicit Teaching of Reading and Writing plans were developed. Explicit Teaching of Reading plan has been implemented and a major area of focus in 2014.

- **Know the Learner**
  - Teachers were released to conduct Early Start data collection for beginning and end of Prep Year (literacy).
  - Teachers (Years 1 – 3) were released to conduct PM benchmarking in Terms 1 or 2.
  - Teachers developed individual reading goals for all students at the end of Term 2.
  - 100% of students achieved National Minimum Standards in Year 3 Reading in NAPLAN.
  - There was an increase in the number of students in the NAPLAN upper two bands in Year 3 reading from 55% to 58%.

- **Individualise Instruction**
  - Evidence Based Learning Plans have been developed for students ‘At Risk’ of not meeting National Minimum Standards in Reading and Writing. These plans will be implemented in 2015 and include students who did not achieve the writing standards in the Australian Curriculum.
  - Evidence Based Learning Plans have been developed for Prep students who did not read a PM benchmark level 10.
  - 97.5% of Literacy goals for Students with IEPs were achieved for students supported by the Special Education Program.

- **Build Capacity of Staff**
  - All staff received Professional Development in the Explicit Teaching of Reading. This was followed up by lesson observations and Professional Coaching.
  - Teachers received Professional Development in Literacy Blocks, followed by lesson observations and Professional Coaching.
  - New programmes were implemented in Prep and Year 1 to ensure the explicit teaching of phonics and sight words.
**Targeted Teaching**
- Targeted Daily Reading was implemented in Prep to Year 3 using Teachers, Teacher Librarian and Teacher aides to deliver the programme.
- This programme provided the framework for the consistent, explicit teaching of reading, targeted to the needs of each individual student.
- Significant improvements resulted in the in reading occurred for students in all year levels.
  - 47.9% of Prep students achieved and Instructional Level of PM Benchmark 10 or higher by the end of the year.
  - 80% of Prep students achieved above a PM Benchmark level 5 which is a much greater proportion of students reading at this level than in other years.
  - 59% of Year 1 students were at or above an Instructional PM level of 20
  - 38% of Year 1 students were at or above an Instructional PM level of 25
  - 30 Year 2 students have already started participating in explicit teaching under the Upper Two Bands project
  - 26.5% of Year 2 students had achieved PM Benchmark level 30
  - 50% of Year 2 students had achieved a PM Benchmark level of 27 or above.

**Develop Partnerships**
- Parent Feedback Forums were conducted for all year levels and immediate action was taken to address a number of issues.
- Prep Transition Programme was implemented in Terms 3 and 4 to support students coming to Prep in 2015.
- Prep Teachers attended a Forum with a Kindergarten provider with plans for further partnerships.
- Teachers attended a joint Professional Development with staff from Weller’s Hill SS.

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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 to continue to focus on include:**

- **Implement our Explicit Teaching of Reading and Explicit Teaching of Writing Programmes.**
  - Explicit Teaching of Writing Plan to be further implemented in 2015 (partially implemented in 2014).
  - Staff to receive Professional Development and Coaching in the Explicit Teaching of Writing in 2015.

- **Know the Learner**
  - Staff to be released to conduct ‘student profiling and progress’ conversations every five weeks.

- **Build Capacity of Staff**
  - Provide release time for early phase staff to research and identify strategies, reflect on data collected from focused assessments and review progress of students in order to establish best practice.
  - Conduct pedagogical observations of writing lessons.

- **Targeted Teaching**
  - Implement a daily writing programme for students at risk of not meeting National Minimum Standards.
  - Targeted teaching to increase the number of students in the NAPLAN upper two bands in Year 3 writing from 77% to 80%.