Great Results Guarantee

Snapshot report

Under the agreement for 2015
Earnshaw State College received $276,254

Our full 2015 agreement can be found here: www.earnshawsc.eq.edu.au

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:

- **P-12 College Reading Framework:** the Literacy Leadership Team was established, guided by very clear role statements and responsibilities. This team has driven the imbedding of a P-12 approach to the teaching of reading and reading to learn, in all year levels and across subject areas.

- **Professional Development:** HOD Teaching and Learning facilitated professional development in the Tactical Teaching of Reading (TTR) for all staff P-12. Nine teachers across P-12 also completed the online coach-facilitated Teaching of Reading Course. Literacy Coach was trained as a TTR Facilitator.

- **Employment of Literacy Coach:** across Terms 2 to 4, a fulltime Literacy Coach was employed to facilitate coaching, primarily in P-3. This role complements the coaching work of our Master Teacher.

- **Coaching and Development:** All P-3 teachers have engaged with an intensive coaching cycle that has included modelled and team teaching, as well as observation and feedback.

- **Intervention:** our STL&N was trained in Minilit (Meeting Initial Needs in Literacy), and two Support Teachers were trained in Multilit (Making up Lost Time in Literacy). The corresponding kits and student resources were purchased. These staff then trained and supported a team of teacher aides to deliver the intervention program. All students have made gains under this program, some quite significantly.

- **Data Cycle:** enacting of a P-12 ongoing cycle of data collection and monitoring of individual student progress, including the administration of online PAT testing, analysis and action planning, in Reading, Vocabulary and Mathematics in Years 2-10.
**Literacy and Numeracy Improvement:** Our target was to increase the percentage of Year 1 and 2 students achieving High or Very High in English and Mathematics. In Semester 2, 38% of Year 1 students achieved High or Very High in English and 57% of Year 2 students achieved High or Very High in English; 50% of Year 1 students achieved High or Very High in Mathematics; 58% of Year 2 students achieved High or Very High in Mathematics.

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:

- The **Numeracy Team** was re-established, with plans in place for the development of a strategic plan and framework for 2016-2018, targeting professional development for staff to increase capacity to meet the numeracy needs of all students.

- **NAPLAN NMS:** in all year levels assessed, the percentage of students meeting NMS for Reading was similar to the national cohort, with 93% of Year 5 and 7 students meeting NMS. In Numeracy, all except Year 7 achieved results in NMS similar to the National Cohort, with 96.3% of Year 5 and 98.3% of Year 9 students achieving above NMS.

- **NAPLAN U2B:** All year levels, with the exception of Year 3, achieved a similar percentage to the National Cohort in U2B in 5 out of 6 areas. Of those students who have not yet met NMS, and whose other assessment and achievement results are similar, intervention and/or individual curriculum plans have been developed and implemented.

- **Relative gain** in NAPLAN for students was above similar QLD State Schools, with the proportion of students with scale scores above the average National scale scores as follows:
  - Reading: Yr 5 39%; Yr 7 30%; Yr 9 35.7%
  - Numeracy: Yr 5 54.8%; Yr 7 28.6%; Yr 9 32.1%

- **Targeted Student Support:** individual curriculum plans have been developed and enacted for targeted students across the college. Support classes for years 9 and 10 have delivered a curriculum tailored to the individual needs of students.

- **Transition Cluster Project:** Our Literacy Coach has facilitated a series of meetings, under the State Government *Supporting Transitions Successful* initiative, between our College, the three local kindergartens and the local Catholic school. This partnership is focused on planning and implementing transition strategies, monitoring their impact within the school community and improving children’s outcomes.