Great Results Guarantee

Snapshot Report 2014 ($327,534)

**Progress towards Targets:**

Increase the % of students in U2B in Year 3 Reading from 43% to 45% by 2014:

47.1% of Year 3 students achieved in the U2B for Year 3 Reading in NAPLAN 2014.

Increase the % of Year 2 students achieving a PM Benchmark of 21 or higher from 71% to 85% by 2015:

83% of Year 2 students achieving a PM 21 or higher at end of Term 4 2014

Increase the % of Year 2 students achieving a PM benchmark of 27 or higher from 37% to 50% by 2015:

50% of Year 2 Students achieving a PM 27 or higher at the end of Term 4 2014

**The following strategies have met or exceeded targets**

Engagement of a Reading Coach to work with Early Years teachers in relation to the development of the teaching of reading and collection and analysis of reading data.

550 hours of face-to-face coaching involving, classroom observations, modelling and feedback.

Implementation of Reader’s Club before school one morning per week.

Provision of a professional development program aligned to the school’s focus on improving reading and reading comprehension through QAR.

Professor Taffy Raphael of University of Illinois engaged to conduct self-determined school review process and deliver whole school PD related to literacy improvement focused on stair casing curriculum, QAR and reading comprehension. (October 2014)

Develop and monitor individual learning plans for students identified as “at risk” of not achieving NMS including an individual tutorial program.

Implementation of individual tutoring program for identified at risk students began in Week 6 program. JCU pre-service Education students implement a targeted literacy program weekly with students.

Average gain in NAPLAN Reading of students involved in tutoring program from Yr. 3 to Yr. 5 was 121.4 points compared to average gain in cohort of 94.4. For at risk students in Yr.7 the average gain in NAPLAN Reading from Yr. 5 to Yr. 7 was 91 points compared with cohort average of 70.8
The following strategies are making substantial progress towards our targets

Support for English literacy development of students with English as an additional language or dialect in Prep to Year 2 begun with implementation of an “Easy English” workshop series for EAL/D parents. This will remain a strategy we will enhance throughout 2015.

The following strategies are making limited progress towards our targets

NIL

2015 anticipated funding ($389,680)

Paul Campbell
PRINCIPAL