Snapshot report

Under the agreement for 2014
Biddeston State School received $11,794

Our full 2014 agreement can be found here: https://biddestoss.eq.edu.au/Supportandresources/Formsanddocuments/Documents/great-results-guarantee.pdf

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:
- Engaging in Project 600 Regional Online Reading Program for targeted Year 3 students, in order to increase student achievement in reading comprehension, confidence and reading skills, and employing a trained supervising teacher.
- Using systemic (NAPLAN) and other data (eg PAT) to develop individual learning plans and evidence-based plans that incorporate specific targeted teaching strategies, targets and learning goals.
- Employing a teacher to work with individual/small groups of students to provide intensive instruction based on specific teaching strategies in students’ evidence-based plans and reading intervention with P-2 students.
- Implementing the CAFÉ reading framework for the explicit teaching of reading and developing a whole school approach to be taught in each classroom, with reflective practices to ensure capability.
- Providing the opportunity for ST:LAN to attend a Words Their Way professional development to provide capability in supporting individual students with spelling intervention.
- Working with the cluster, the Pedagogical Coach and Regional Curriculum, Pedagogy and Learning team to develop a PD program to build teacher capability in consistently using “High Yield Teaching Strategies” in their classroom practice. (Cluster Action Research Project)
- Accessing Regional Project Officer to deliver Symphony of Teaching and learning professional development for two teachers to provide capability in teaching Higher Order Thinking.
- Engaging Speech Language Pathologist to provide professional development to teachers, aides and parents on speech development and phonological awareness.
- Providing a ‘parent pack’ to support parents of pre-prep children and students in reading strategies, through parent sessions and resources.

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:
- Creating a cycle of review, (5 weekly) to collect, analyse and share data, collaboratively monitoring individual student progress as a whole staff.
- Building teacher capacity in the explicit teaching of reading using the CAFÉ reading framework by releasing teachers to work with, and be provided with feedback on practice, from the pedagogy coach.
- Engaging Regional Project Officer to deliver FSIM Numeracy, including data analysis, professional development for all staff.
- Building a coaching and feedback culture across the school with regular opportunities and expectations for all staff to engage in reflective conversations.

Our school strategies have shown limited progress toward our targets

During 2014, no progress was made toward our targeted student outcomes. We will review our strategies and make adjustments in order to better focus on maximising the benefits of this funding for our students.

Strategies implemented include:
- Engaging with local high school to access professional development for all teachers and aides in PEEL writing strategies.