

Great Results Guarantee

Snapshot report

Under the agreement for 2015
Fernvale State School received

\$166 950

Our full 2015 agreement can be found on the Fernvale State School website.

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.

Literacy

Improved teaching of reading and comprehension for all students in Prep to Year 6:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> PM Benchmark/PROBE implemented for teachers unfamiliar with process. Modelled shared/guided reading lessons. 	<ul style="list-style-type: none"> Monitored PM Benchmark/PROBE implementation for teachers unfamiliar with process. Established consistent practice of Running Record procedures including creation of FSS Running Record Procedures document. Modelled shared/guided reading lessons as required. 	<ul style="list-style-type: none"> Analysed PM and Probe reading data in line with Regional Reading Benchmarks in order to develop FSS Reading Data Wall. Teachers developed appropriate individual Reading Goals for all students in response to reading data. Collaboratively created a data wall that meets the current needs of FSS. 	<ul style="list-style-type: none"> Monitored usage and implementation of FSS Running Record Procedures document. Monitored classroom practices in the teaching of reading. Purchased Levelled Literacy Intervention kits for use in 2016. Purchased Data Wall and related resources.

Improved literacy levels of all Prep students:

Term 1	Term 2	Term 3	Term 4									
<ul style="list-style-type: none"> Completed Early Start Screen for Literacy and analysed data. Focused whole class/small group explicit teaching Implemented intervention in response to Brigance Data 	<ul style="list-style-type: none"> Continued focused whole class/small group explicit teaching Implemented intervention in response to Early Start Data Analysis/Teacher Observations 	<ul style="list-style-type: none"> Continued intervention in response to class teacher's observations e.g. Language Groups etc. Support-A-Reader programme 	<ul style="list-style-type: none"> Completed Support-A-Reader (Average improvement of 5 PM Reading Levels/term) Completed selected components of Early Start End of Prep Screen for Literacy. Brigance Screen and analysis of data for Prep Transition Class. <table border="1"> <thead> <tr> <th colspan="3">Average Growth (in 12 months)</th> </tr> <tr> <th>Motor Age</th> <th>Language Age</th> <th>Academic Age</th> </tr> </thead> <tbody> <tr> <td>2 yrs</td> <td>1 yr 8 mths</td> <td>1 yr 7 mths</td> </tr> </tbody> </table>	Average Growth (in 12 months)			Motor Age	Language Age	Academic Age	2 yrs	1 yr 8 mths	1 yr 7 mths
Average Growth (in 12 months)												
Motor Age	Language Age	Academic Age										
2 yrs	1 yr 8 mths	1 yr 7 mths										

Targeted literacy intervention for all Prep-Year 2 students:

Year 1 - 2			
<ul style="list-style-type: none"> Commenced focused small group reading instruction and sight word programme. Implemented Support-A-Reader programme (Year 2) Implemented iPad phonic programme. 	<ul style="list-style-type: none"> Implemented Support-A-Reader programme (Year 1) Continued Support-A-Reader programme (Year 2) Continued small group reading instruction and sight word programme. 	<ul style="list-style-type: none"> Additional T-Aide support within classrooms. Continued Support-A-Reader programme. Continued small group reading instruction and sight word programme. 	<ul style="list-style-type: none"> Completed Support-A-Reader programme. (Average improvement of 7 PM Reading Levels/student) Completed small group reading instruction and sight word programme. (Average improvement of 40 sight words/student) Additional T-Aide support within classrooms.

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Numeracy

Improved teaching of numeracy for all students in Prep to Year 6:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Engaged Numeracy Coach. Commenced coaching programme with individual teachers. 	<ul style="list-style-type: none"> Provided professional development to P-6 teachers. Modelled problem solving lessons for all year levels. Modelled problem solving strategies for Teacher Aides. Continued coaching programme with individual teachers. 	<ul style="list-style-type: none"> Continued to provide professional development to P-6 teachers. Continued to model problem solving lessons for all year levels. Continued coaching programme with individual teachers. Continued to model problem solving strategies for Teacher Aides. 	<ul style="list-style-type: none"> Continued professional development for P-6 teachers. Continued coaching programme for all teachers in Prep- Year 6.

Naplan Numeracy Mean Score Improvement

Year 3		Year 5	
2014	2015	2014	2015
376	385	473	493

Gained a measure of mathematical understanding of all students from Prep – Year 6:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Completed Early Start Screen for Numeracy and analysed data. 	<ul style="list-style-type: none"> Trained Numeracy Coach and STLaN in the implementation of PAT-M and the analysis of data. 	<ul style="list-style-type: none"> Implemented PAT-M across Year 1 – Year 6. Purchased online subscription to PAT Resource Centre. 	<ul style="list-style-type: none"> Provided professional development to foster teacher's understanding of PAT-M and the analysis of data.