

Great Results Guarantee

Snapshot report

Under the agreement for 2015

Carina State School received

\$107,220

Our full 2015 agreement can be found here:

<https://carinass.eq.edu.au/Supportandresources/Formsanddocuments/Documents/great-results-guarantee.pdf>

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.

<ul style="list-style-type: none"> • Increase the proportion of students at and above NMS and U2B in Year 3 and Year 5 	<ul style="list-style-type: none"> • Results in NAPLAN NMS showed significant increases in both year levels to be above the nation in all areas. All students in Year 5 and all students in 3 of the 5 areas in Year 3. • NAPLAN U2B data revealed significant increases with 9 of the 10 areas across the two year levels being above the nation and the other statistically similar to the nation.
<ul style="list-style-type: none"> • Support each child at risk of not achieving NMS (as reflected in internal School data) with tailored support programs – Junior phase P-2 and Upper 	<ul style="list-style-type: none"> • For literacy support 43 students were involved in the PreLit or MiniLit programs (12 Preps, 18 Year 1s, 10 Year 2s, 2 Year 3s and 1 Year 4). Students were selected based on assessments from a variety of measures – Early Start, PM Benchmarks, Phonological Testing, Sight words, Minilit assessments. Pre and Post test • For the Numeracy Intervention 51 students were assisted (12 Preps, 14 Year 1s, 14 Year 2s, and 11 Year 3s). Students were selected participation was determined taking, 2014 intervention data, 2014 Semester reporting, Early Start on entry and on exit assessment, and data conversations with class teachers • Students in both Interventions showed significant improvement which flowed over to their classwork.

Strategies implemented include:

- Extensive pre- and post-program assessment strategies
- Data Conversations involving intervention staff, support staff, class teachers and administration
- Employment of Intervention coordinators and Teachers' Aides to plan and implement the special program to individual students, small groups, within and apart from the regular class.
- Employment of pedagogical coaches to assist the general teaching of literacy and numeracy