Great Results Guarantee

Snapshot report

Under the agreement for 2014
Kingeroy State School received

$109,038

Our full 2014 agreement can be found here: 2104 GRG Agreement

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:

- Work with small groups of Year 2 & 3 students, identified by data (PAT R Stanine 2/3 and PAT R Stanine 7/8/9) to provide intensive intervention and explicit instruction in areas of need or extension into the upper two bands in reading.
- Engaging Year 3/4 students identified as PAT R Stanine 4/5/6 in Regional Year 3/4 Project 600 intervention.
- Deliver the Chatterbox Oral Language program to Prep students identified by on entry to Prep Early Start Screener.
- Provide UNIFY program for top band students identified through NAPLAN and school based data
- Releasing teachers to implement On Entry to Prep Early Start Screener material to establish base line data. Develop individual learning plans from this data.
- Deliver ELF and PAL early literacy programs
- Introducing an incentivized home reading program across all year levels in order to increase participation rates and improve student outcomes in reading.
- Procuring an online reading program as one component of the whole school reading strategy that links home reading to the teaching of reading in classrooms.
- Building teacher capacity in data analysis and development of targeted teaching strategies by releasing teachers to work with pedagogy coach. Maintain and enhance established GIFTS program
- Developing a “cycle of review” which provides opportunities to collect, analyse and share data. Trial implementation of Pre/Post Mathematics testing regime focused on short cycle data and using evidence to inform pedagogy and assess success of teaching episodes