Snapshot report

Under the agreement for 2015
Withcott State School received $66 084.26

Our full 2015 agreement can be found here: https://withcottss.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.

Strategies implemented include:

- Used student data (Early Start, PM Benchmarks and PAT R) to identify target areas in reading and to identify those students ‘at risk’ of not reaching the national minimum standard students in Prep to Year 3.
- Employed a reading coordinator to coordinate the planning, implementation and monitoring of a reading tutoring program and an intensive guided reading program across Prep to Year 3 classes. The coordinator also worked to build staff, parent and volunteer capability to teach and support foundation reading skills (phonics, sight words, vocabulary, sentence-building, comprehension) by providing professional development and training.
- Provided direct intervention and intensive instruction in reading and spelling to individuals and small groups of students in the early years classes by trained personnel.
- Students who were identified as requiring support in reading comprehension engaged in a guided reading program. This explicitly taught the skills needed to understand a variety of text types and was tailored to meet the students' needs. A 1:1 tutor model harnessed the capacity of trained volunteers and was used in conjunction with the guided reading groups.
- Provided access to successful, evidence-based targeting reading programs to support numeracy achievement, e.g. Project 600 and Impact Booster for year four and five.
- Purchased additional resources (leveled texts, comprehension program) to supplement existing resources.
- Teaching staff engaged in professional development within a coaching and feedback model with a pedagogy coach to improve skills related to explicit instruction (Archer and Hughes. This has assisted teachers in the delivery of explicit and well-paced lessons to maximise student engagement.
- Engagement in professional conversation with staff from the day-care centre located beside the school has enhanced community partnerships and will support transition to school. A parent information session was conducted and two class visits for students were offered to new Prep students.