

Great Results Guarantee

Snapshot report

Under the agreement for 2015

Runcorn Heights State School

\$ \$402,347

Our full 2015 agreement can be found here: [2015 Agreement](#)

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:

- Using PAT Tests in Reading (Comprehension, Vocabulary, Spelling, Grammar & Punctuation) and Numeracy to assess students' performance, plan intervention programs, teach to the needs of students and re-assess students to monitor progress.
- Ensuring all teachers are teaching explicitly to identified areas of need for all students. Regular data conversations with teaching teams to closely track and monitor student progress.
- Implementing a whole school balanced Reading program, staffed by well-trained teacher aides and supported by the STLaN.
- Employing an additional teacher to assist STLaN support small groups of students in reading and numeracy across the school.
- Employing additional teachers to provide a whole school approach to intervention through RHSS Maximising Achievement Program in English and Mathematics in Years 3 and 5.
- Employing support staff to deliver evidence based intervention programs. Two trained teacher aides were employed to provide Support-A-Reader to Year 1, 2 and 3 students each day. For further details, see the report on the Support-A-Reader Program 2015.
- Developing and implementing an oral language program in the Prep classrooms. For further details, see the report on the Oral Language Program 2015.
- Purchasing and providing access to recognised online numeracy and literacy programs including Reading Eggs and Mathletics.
- Coaching to improve teacher pedagogy and practice through professional development to improve student performance in numeracy and reading.
- Employing a HOC to work with teachers on explicit teaching strategies.
- Employing two teachers to allow for timetabled professional learning teams with the classroom teachers time and HOC or Master Teacher.

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 exceeded our target for the number of students in the Upper Two Bands in Reading from 40% to 54% and in Numeracy from 30% to 45%.

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.

Great Results Guarantee

Strategies implemented include:

- Use of standardized assessment and tracking tools in the focus area of reading to assess student's current performance, plan intervention, re-assess students and monitor their progress. All student's reading progress and support is tracked on a school based spreadsheet, analysed and discussed at the end of each term to ensure the individual's needs are being addressed.
- All student's PAT results are entered on OneSchool and progress is tracked and discussed to ensure the individual's needs are being addressed.

Our school strategies have shown limited progress toward our targets

During 2015, 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.

After reviewing our Great Results Guarantee agreement, it is evident that we almost increased the number of students achieving the National Minimum Standard to 100% in Reading and Numeracy. (Year 3 Reading at NMS 99% and Numeracy at NMS 95%. Year 5 Reading at NMS 96% and Numeracy at NMS 97%).

The following support is in place to support these students:

- In Year 3, one student was below NMS in Reading and has a learning support program in place and is being assessed by the GO. Two students were below NMS in Numeracy and both students are receiving learning support. One of these students has recently been verified as ID and the other student is EALD.
- In Year 5, three students were below NMS in Reading and have a learning support or EALD program in place. Two students were below NMS in Numeracy and have a learning support program in place. One of these students has been assessed by the GO and may be working on an ICP in 2016.