Snapshot report

Under the agreement for 2015
Goodna State School received $404 146


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:

- Increase teacher repertoire of effective principles of Explicit Instruction (Archer & Hughes 2011) and effective formative assessment and performance enhancing feedback.
- Better prepare teacher-aides to deliver effective reading intervention focused on decoding and higher-order thinking comprehension
- Embed a culture of professional scholarship, classroom observations and feedback to support professional development and encourage reflective practices.
- Build teacher capacity to use data to set individual student goals and deliver high quality differentiated programs

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.

Improved pedagogy and intervention in the teaching of reading and writing with:

- Increased percentage of students at or above the NAPLAN National Minimum Standards (NMS) from 87.6% in 2014 Yr 3 reading to 92.4.0% in 2016 (Nation 95.0%)
- Increased percentage of students at or above the NAPLAN National Minimum Standards (NMS) from 79.2% in 2014 Yr 5 reading to 85.9% in 2015 (Nation 94.0%)
- Increased percentage of students achieving in the NAPLAN upper two bands (U2B) from 31.3% in 2014 Yr 3 writing to 54.5% in 2015 (Nation 46.8%)
Our school strategies have shown limited progress toward our targets

During 2015, no progress was made toward our targeted student outcomes of closing the gap between Indigenous and Non-indigenous performance in reading. We will review our strategies and make adjustments in order to better focus on maximising the benefits of this funding for our students.

Strategies implemented include:

- Additional intervention & support for indigenous students Reading (currently a gap of 56 for Year 3 and 28 for Year 5)