Great Results Guarantee

Snapshot report

Under the agreement for 2015
Murray River Upper State School received $14,450

Our full 2015 agreement can be found here:
https://murrivess.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

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:
- The funding will be used in addition to other school funding for targeted intervention (literacy & numeracy) for identified students across year levels, for the purchasing of targeted intervention resources, additional teacher and teacher aide time, NAPLAN preparation and PD and training including data literacy, coaching and feedback.
- Strategies implemented are research and evidenced based: Hattie: Feedback, Coaching, Professional Development; Bayetto: (Big 6); Archer and Hughes; Hollingsworth and Ybarra: Feedback, Coaching, Mentoring, Teacher clarity and Teaching pedagogy.
- Teacher release on a cyclic 5 week basis to align with each unit of work will focus on the analysis of student achievement data and student improvement, particularly in reading and writing and advise planning for oncoming units of work. Data collected weekly during the implementation of each unit of work will provide the foundation for these meetings along with Reading Assessment data.

As a school we utilised the funding to implement the following programs:
- Develop and implement a “whole school approach” to provide a continuum of literacy/numeracy support with personalized teaching and intervention that meets the needs of the students
- Develop and continuously monitor and adapt individual learning plans for students with disabilities
- Develop a “pre-prep” reading program and provide “reading workshops” to parents, grandparents and community members to support the development of early foundational literacy skills.
- Continue to implement daily guided/shared/modelled reading. Using reciprocal reading for students to apply and improve their reading knowledge and skills.
- Using on-entry to Prep “Early Start Screener” to provide student base-line data and develop individual learning plans and release teacher to conduct test.