Snapshot report

Under the agreement for 2014
Southbrook Central State School received $9,929

Our full 2014 agreement can be found here: https://soutcentss.eq.edu.au/Pages/default.aspx

Our school strategies are on track to meet or exceed our targets

During 2014, 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:
• Collaborating with small schools cluster, develop a PD plan to build teacher capacity and confidence in data analysis and targeted teaching strategies by releasing teachers to work with Curriculum Project Officers and then through observation and feedback.
• Using systemic (NAPLAN) and local data (e.g., PAT) to develop individual Plans for at-risk students. Individual student plans will have teacher and parent input and incorporate student learning goals and specific targeted teaching strategies.
• Training a local teacher to deliver Project 600 to year 3 students
• Training a teacher aide to provide daily small group practice sessions based on project 600 reading strategies for year 3 students
• Apply project 600 strategies across P-6 using trained teacher to deliver PD sessions for classroom teachers and parents
• Training a teacher and STLan to implement a screener (such as Brigance/On Entry Prep Early Start material) to establish baseline data and establish tracking processes.

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:
Developing a student data review cycle with scheduled fortnightly meetings to analyze and review student reading data in order to adjust curriculum, resources and pedagogy for at risk students.

Training a teacher aide to deliver a phonic/sight word program based on targets and goals from individual student plans for students P-3

In consultation with STLaN, developing individual learning plans for Prep students at risk in reading, in order to focus appropriate instructional strategies for the teaching of reading.

Our school strategies have shown limited progress toward our targets

During 2014, no 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.

Strategies implemented include: