Great Results Guarantee

Snapshot report

Under the agreement for 2014
Murphys Creek State School received

$12,488

Our full 2014 agreement can be found here

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:

- Respond Through Intervention - screen all Prep students for readiness using Early Start Prep material and use the YARC (York Assessment of Reading Comprehension) on other grades to highlight areas of specific individual need in relation to Reading. Involve students in a grouping of shared need and level, for specific skills intervention for 4 hours a week. Intervention lessons planned and delivered by teachers with TA support. Evidence Hattie 2012 Visible Learning for Teachers
- Teachers to work with STLaN to develop Evidence Based Plans, using standardised school based data (PM, Pat), SLP reports, GO reports and AVT recommendations. Intervention lessons will follow and focus specifically on areas of need.
- Follow a Piagetian Approach - Test all Prep-7 students to identify which First Steps in Maths Phase they are in, in relation to Number. The students will then be grouped into multi-age, phase specific groupings. The teacher for each Phase will focus on the skill set from that phase and keep teaching the skill set in a cyclic fashion. This will be a daily lesson of 45 minutes per day. Every 2 weeks a summative test specific to that Phase will determine if the student stays in that phase or moves to the next phase. Evidence Hattie 2012 Visible Learning for Teachers
- Allow a TA time to over-see 2 weekly numeracy test marking & conference with each teacher in regards to student progression through the Phases based on data collated.
- Introduce a culture of Student Expectations -Involves students, parent and teacher in a Reading & Numeracy goal setting meeting in Term 1, during Term 2 teacher meets with
students to review goals and to show data on progress. In Term 3 students, parents and teacher meet again using report card information to establish a revised set of goals together. During Term 4, teacher will meet with student for individual feedback and review of goals. Evidence Hattie 2012 Visible Learning for Teachers

- Provide Formative Feedback - Introduce students and teachers to regular observations & written feedback by teachers, peer and self-assessments. Teachers will take anecdotal notes on student performance and supply the student with a weekly piece of written feedback. Students will be given time to read & respond to the given feedback. The practice of Peer & Self-Assessments will become part of everyday practice. Evidence Hattie 2012 Visible Learning for Teachers