

# Great Results Guarantee

## Snapshot report

Under the agreement for 2015  
Collingwood Park State School received

**\$259,438**

Our full 2015 agreement can be found here:

<https://collparkss.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Great%20Results%20Guarantee%20-%20Collingwood%20Park%20SS%202015.pdf>

**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.

Ensure that every student will either:

- a. Achieve the National Minimum Standard for literacy and numeracy for their year level – NMS Year 3 reading = **95.7%**, Year 3 numeracy = **92.8%**; Year 5 reading = **96.7%** (above state and nation), numeracy = **96.7%** (above state and nation), or
- b. Have an evidenced-based plan, developed by the school, in place to address their specific learning needs
  - Increase by 10% the number Prep students reading a DRA level 10 or higher (2015) **2014=2 students, 2015=6 students**
  - Increase by 10% the number of Year 1 students reading a DRA level 20 or higher (2015) **2014=9 students, 2015=13 students**
  - Increase by 10% the number of Year 2 students reading a DRA level 30 or higher (2015) **2014=2 students, 2015=11 students**
  - Increase by 10% the number of students in the upper 3 stanines of PAT Reading – Years 2,3, and 4 – Year 2 2014 3%, 2015 10%; Year 3 2014 = 12% - 15%; Year 4 2014 10% 2015 7%
  - Increase by 10% the number of students in the upper 3 stanines of PAT Mathematics for Years 2,3 and 4 – percentage decreased slightly in all year levels
  - every student accessing a different year level curriculum (that is, with an individual curriculum plan) will achieve a 'C' standard or better against the relevant year-level achievement standard – **100% of students with ICPs achieved a 'C' or better.**

Strategies implemented include:

- All staff members participated in our school peer coaching program lead by our Lead Peer Coach
- Released all teachers to review data to inform planning.
- Engaged a skilled early intervention Coach to lead identification and development of appropriate intervention strategies for Prep students at risk of not meeting NMS in Year 3
- Implemented individual curriculum and learning plans for students at risk of not meeting NMS
- Provided professional learning for Year 2 and 3 teachers in Reading to Learn approach to teaching English
- Engaged and trained teacher aides to provide targeted intervention
- Engaged a Playgroup facilitator to enhance pre-Prep oral language and early literacy