Snapshot report

Under the agreement for 2014
Burpengary State School received

$226,484

Our full 2014 agreement can be found here: <insert link to 2014 agreement>

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:

- **Build teacher capacity to become expert teachers of Reading and Mathematics:**
  - 100% of staff engaged with our Numeracy Coach in observing, deconstructing, modelling and demonstrating lessons with the Coach to build teacher capacity in Numeracy;
  - 100% of staff engaged with our Head of Curriculum to moderate standards of benchmarking reading to ensure consistency and standards are high;
  - 100% classroom teachers undertook Performance Development conversations with the Principal about reading.

- **We will use a continuous process in the focus area of reading to assess students’ current performance, teach to the needs of students, reassess students to monitor improvement and track students over time using Early Start in Prep; Pat-R in Years 1-2; and PM Benchmarks P-2; in conjunction with our Learning Engagement Team targeted interventions and whole-school tracking process:**
  - NAPLAN performance of this cohort declined slightly across the three indicators in Year 3 compared to previous cohorts.
  - Our regular and systematic monitoring of reading during 2014 shows that students engaged in our intervention programs made significant gains – Year 1 averaged 5.6 levels in PM; Year 2 averaged 3.3 levels in PM; Year 3 group intensive averaged 4.3 levels in PM; and Year 3 individual intensive averaged 5.3 levels in PM; and Year 4 teacher-directed individual intensive (so no student is left behind after Year 3) averaged 9.7 improvement levels in PM.

- **We will use a continuous process in the focus area of numeracy to assess students’ current performance, teach to the needs of students, reassess students to monitor improvement and track students over time using Early Start in Prep; Pat-M in Years 1-2; and Regional Diagnostic assessments; in conjunction with our Learning Engagement Team targeted interventions and whole-school tracking process:**
  - NAPLAN performance of this cohort improved modestly in two of the three Year 3 indicators compared to previous cohorts - percentage of students above National Minimum Standard (NMS); and percentage of students in the Upper Two Bands (U2B); while the Mean Scale Score (MSS) remained the same.
  - Our regular and systematic monitoring of numeracy from Regional Diagnostic assessments during 2014 shows that students made significant gains. The average effect size of 1.58 in each class represents statistically significant gains – some classes reached effect sizes of 3.2!

We look forward to consolidating this improvement for all students at Burpengary SS throughout 2015.