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:

**WAGES**
*Additional component of current coaching position to P-12 DP position overseeing development of P-12PLTs focusing on building teacher capacity through reading, numeracy, reflective practices*
*Employment of 1.2 FTE teacher to support HoD Maths, HoD English, HoC and St:L&Ns*
*Employment of 4 full time teacher aides P-9 – co-teaching with classroom teachers – literacy and numeracy (training of these teacher aides included)*

**PROFESSIONAL DEVELOPMENT – TEACHER RELEASE**
*Release of teachers for detailed data analysis and planning targeted teaching in response to data*
*Releasing Professional Learning Team members to meet to determine and action goals for improvement*

Numeracy PLT – development of diagnostic testing/ analysis of data/ development of open ended tasks/ determining and practising protocols for the teaching of these/ sharing this practice with colleagues
Reading PLT – development of College focus on inferential comprehension/ establishing data collection and analysis processes/developing P-12 guide for teaching of this/ creation of resources for all classes/ determining and practising protocols for the teaching of this/ sharing this practice with colleagues
Reflective Practice PLT – training of staff as profilers/ establishing protocols for reflective practice/ running reflective practices for all P-12 staff to engage in learning from others and sharing of practice
*Professional Development for leadership team – High Reliability Schools reform and Art and Science of Teaching*
*Additional VET funding - teaching staff PD*

**RESOURCES**
*Purchasing of additional resources – targeted specifically to Early Years and Junior Secondary – various resources to assist in pedagogical practice across all learning areas*
*Purchasing of additional reading resources – Early Years (home reading, levelled guided reading and literary rich texts for independent, modelled and shared reading) – Differentiated for students in U2B*
*Purchasing of additional reading resources- Junior secondary – differentiated for students requiring support with reading development – high interest/ low level*

**OUTCOMES**
Leading to achievement of all targeted NAPLAN goals (see attached GRG agreement) (excepting Yr 5 Reading – slightly below target)