Great Results Guarantee

Snapshot report

Under the agreement for 2014
Tullawong State School received

$285 542

Our full 2014 agreement can be found here: https://tullawongss.eq.edu.au

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:

- **Extension programs** were provided to over 220 students either before school or during lunch times.
  - The **Reading Eggs eLearning program** was by far the most popular catering for over 150 students in Years 1 to 6 over 4 mornings each week and a further 10 Prep students during two break times each week. More than 100 students sustained their participation in the program for three terms. Class teachers reported that students on the program improved their class reading levels higher than expected.
  - **Bee-Bot extension program** in numeracy was provided to over 90 students in Years 1-3 during two break times each week.
  - **Mathletics** was introduced to identified students in Years 3 to 6. 60 students participated in this program.
  - **U2B project** was provided with 20 Year 5 students in Mathematics.

- **Intervention programs for reading** were also provided within the Tullawong Intensive Reading Intervention program. This program provides daily reading lessons with each class in Years 1 – 6 providing small group, guided reading lessons 4 days each week. Prep students engage in small group, guided reading and writing lessons 4 days each week in semester 2. The program is coordinated by the class teachers and includes support from the Hub (special education staff), trained teacher aides and the Support
Teachers: Literacy and Numeracy. An eLearning focus was introduced during group time.

The school’s Year 3 NAPLAN data in reading showed an improvement of 9% to 30.4% of students achieving in the top two bands. The percentage of students achieving the National minimum standard in reading in Year 3 dropped. This was accounted for by higher than usual transience in Year 3.

- A new whole school approach to Numeracy intervention has been implemented. Each class teacher identified the key concepts in each week’s lessons. These concepts were pre-taught by trained tutors using the Stepping Stones resources which provided lesson plans and learning activities. This enabled learners in the low average range to tune into the topics in the following day’s lessons. Lessons were provided in the afternoon sessions.

The school’s Year 3 NAPLAN data in Numeracy shows an 8% improvement to 17.8% of students achieving in the top two bands. The percentage of students achieving the National Minimum Standard in numeracy in Year 3 remained unchanged.

- Professional learning through coaching and the development of class reading programs and class numeracy plans will continue. Class plans are developed through the analysis of student data.

- All Prep classes introduced STRIVE. This process explicitly teaches vocabulary building strategies to enhance children’s oral language. implemented Support-a-Talker program with identified students. An Oracy program was also provided with identified students.

- The KindyLinks program was further developed with the sharing of professional learning with literacy practices included modelled reading, modelled and individual writing, phonemic awareness and vocab building strategies. A Prep teacher and Speech Language Therapist supported this program.

- The Tullawong Playgroup was established as a universal access playgroup. A core group of families attends regularly. This playgroup complements the Tullawong Indigenous Playgroup. Some families access both groups in preparation for school.