



GREAT RESULTS GUARANTEE REPORT : Under the agreement for 2015, Vincent State School will receive \$52,400*

This funding will be used to	End of 2015 Result:
*Increase the percentage of students meeting the National Minimum Standard in Writing and Reading to 70% in Year 3 and Year 5.	Achieved 'growth' or 'considerable growth' in these areas in comparison to 2014-2015 NAPLAN and 2008-2015 NAPLAN.
*Increase the percentage of every student accessing a different year level curriculum (with an Individual Curriculum Plan) in achieving a 'C' standard or better against the relevant year-level achievement standard to 80%.	Achieved. <u>Overall Whole School Summary</u> (ICP students) for Semester 2: 87% of students achieved A-C. <u>English ICPs: Semester 2</u> : 84.6% achieved A-C. <u>Semester 1</u> : 67% of students achieved A-C at their level. <u>Maths ICPs: Semester 2</u> : 88.8% achieved A-C. <u>Semester 1</u> : 67% of students achieved A-C at their level.
*Increase the percentage of students achieving a 'C' standard or above in English and Mathematics in Years 1 to 6 to 70%.	Achieved: Overall Whole-School for Semester 2: 83.4% achieved A-C. <u>ENGLISH Semester 2</u> : 83.5 % achieved A-C. <u>Semester 1</u> : 74.16% of students earned A-C in Year 1-6 English, up 21% from Semester 2, 2013. <u>MATHS Semester 2</u> : 78.6% achieved A-C. <u>Semester 1</u> : 77% of students earned A-C in Year 1-6, up 15.6% from Semester 2, 2013
Our strategy will be to	End of 2015 Result:
*Implement differentiated teaching in multi-age English, Maths, Science, History and Geography classes using 'microtimetables', timetabled ability-groupings with differentiated instruction supported by teacher aides.	Implemented
*Embed Short Term Data Cycles for the teaching and testing of reading using differentiation plans.	Implemented and embedded
*Embed whole school approaches for the teaching of writing and reading <i>through explicit teaching</i> .	Implemented and embedded
*Build teacher capacity through pedagogy coaching <i>with a focus on the teaching of writing and reading</i> .	Achieved through Gradual Release of Responsibility and use of whole-school templates and processes
*Provide professional development on the teaching of writing and reading for teachers and teacher aides. Evidence: Sharratt, L and Fullan, M (2012) Putting Faces on the Data, Corwin Publication	Achieved: Literacy Group (20 hours of PD in Semester 1 – reading groups, writing, learning walls) 7 Steps to Writing Success implemented learning walls for all subjects Improved Year 3 and Year 5 NAPLAN growth in reading and writing
Our school will improve student outcomes by	End of 2015 Result:
*Using our full allocation of 2015-GRG funds <i>to provide focused support</i> to students at risk of not meeting National Minimum Standards in writing and reading through the partial funding of a pedagogy coach to coach staff in our strategies.	Achieved – 0.6 Full-Time-Equivalent (FTE) funded by school (GRG grant) in Semester 1 and 0.4FTE regional allocation of funds (from State Government for Semester 1) Term 3 – 1FTE funded by school (GRG grant) Term 4 Weeks 1-6 – 0.2FTE funded by school (remaining funds of GRG grant)
*Implementing differentiated teaching using 'microtimetables', timetabled ability-groupings with differentiated instruction supported by pedagogy coach <i>to enable teachers to enact the curriculum</i> with multi-age classes.	Implemented

Signed Damien Tillack, Acting Principal 2015