Snapshot report

Under the agreement for 2014

Feluga State School received $10,488

Our full 2014 agreement can be found here: https://felugass.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Great%20Results%20Guarantee-%20FNQ%20-%20Feluga%20SS%20(DG%20Approved).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.

Strategies implemented include:

Intensive one on one oral reading & sight word identification for targeted students with teacher-aides

- Each child in the lower school received a minimum of one additional one-on-one reading session with a teacher aide. Each targeted child in the school received up to 4 additional one on one reading sessions with a teacher aide, using coordinated strategy. Fortnightly/monthly discussions were held to appraise the progress of the readers. Smart goals were set for particular students to encourage improvement.

- As a result, these objects were met: All children achieved above the National Minimum Benchmark in NAPLAN Reading in the school. An increase in the % of Year 1 students achieving PM 17 in reading from 25% to 33% in 2014 (the increase was from 25% to 62.5%).

- But these objectives were not met: An increase in the % of Year 3 students in the Upper 2 Bands of NAPLAN in reading from 25% to 50% in 2014. An increase the % of Prep students achieving PM Level 9 in reading from 11% to 33% in 2014. An increase the % of Year 2 students achieving PM 21 in reading from 50% to 60% in 2014.

Create Individual Learning Plans for those students identified as likely to be below the National Minimum Benchmarks with fortnightly data collection of sight word identification and weekly records of oral reading.

- See above notes.

Build teacher capability in explicit teaching and consolidations through coaching and professional development. - Archer & Hughes “Explicit Instruction – Effective and Efficient Teaching” 2011

- All teachers at this school are familiar and utilize the explicit teaching model.