Snapshot report

Under the agreement for 2015
Chevallum State School received $143,368

Our full 2015 agreement can be found here: <insert link to 2015 agreement>

This funding will be used to

- Assist students, specifically in prep - year 2, achieve the National Minimum Standard for literacy and numeracy for their year level
- Develop evidence based strategies that respond to the needs of students and deliver improved outcomes. This could include the implementation of individual progress plans for all students

Our school strategies are on track to meet or exceed our targets

During 2015, 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:

- Integrate the school’s current professional learning framework being cognizant of ASOT (Art and Science of Teaching) pedagogical framework, phase team structures, Master Teacher’s and Early Years philosophy into a model that focuses on implementation of the schools’ quality literacy and numeracy plan with an emphasis on differentiation and responsive intervention
  o Establishment of a P/1 Early Years Professional Learning Community (PLC)
  o ASOT Instructional rounds – deprivatised practice; teachers sharing best practice
  o ASOT Formal observations – professional feedback on targeted elements
  o ASOT Coffee Club – informal sharing of best practice
  o ASOT Cognitive Coaching – mentoring individual teachers to develop and/or review their own Developing Performance Plan
  o Master Teacher – Overseeing P/1 Support programs, Early Years PLC, Data Analysis, Action Research, member of Leadership Team.

- Intervention support to 3 different levels of need in response to achievement data.viz (1) whole school explicit teaching for all students – core program; (2) small group
supplementary teaching; (3) intensive teaching in critical areas
   o Year 2 Intensive Literacy Program – individual and small group intervention facilitated by ST:LaN (Support Teacher – Literacy and Numeracy)
   o Year 3 & 4 Intensive Literacy Program – individual and small group intervention facilitated by trained Learning Support Teacher Aide
   o Year 1-6 Toe by Toe – Targeted Phonological Awareness Program facilitated by trained Teacher Aides
   o Year 1 – Intensive Reading Program 5 week blocks – small groups facilitated by trained Early Years Teachers
• In depth focus on Oral Language with development of further intensive intervention programs, particularly in Early Years.
  o Targeted Oral Language Programs – including School Start (Prep), SAT (Support-A-Talker) (Year 1)
  o All Preps - Targeted oral language screener pre/post by Master Teacher
  o All Preps – Targeted oral language program 30 weeks facilitated by Early Years Teachers, Teacher Aides and SEU Staff
• Provision of appropriate resources to implement the above.

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:
• Monitoring and research program to determine appropriate target groups and effectiveness of tailoring individual programs
  o Supporting Successful Transitions to Prep Program
  o School-based Parent Education Programs – PIE (Parents in Education), Supporting Learners and Readers Program
  o Teacher Professional Development – Neuroscience Research
    ▪ Chevallum Conference – Connecting Neuroscience and Learning
    ▪ 2015 Sunshine Coast Guidance Officers’ Symposium