Snapshot report

Under the agreement for 2014
Kedron State School received $112,728

Our full 2014 agreement can be found here: www.kedronss.eq.edu.au

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 some of our targeted student outcomes, and that we have made progress toward other targeted student outcomes. Green indicates on track to meet. Orange indicates that we are making progress.

- These were our targets: Improve the capacity of teachers, leadership team and support staff to deliver explicit teaching and learning activities in literacy and numeracy and improve student achievement.
- Implement a range of intervention strategies to improve student achievement in literacy and numeracy.
- Developing a learning support plan for students below the national minimum standard.
- Increase the percentage of students in the U2B in year 3 by the end of 2015 from 66.1 to 75
  - Reading
  - Writing
  - Numeracy
- Increase the % of students achieving a C or above in English and Mathematics from 78.1% to 85% by the end of 2014.

The strategies we used to achieve these targets include:

- Support the early identification of students with learning difficulties.
- Engage a staff member/s in developing and implementing early years reading and writing program and a numeracy program.
- Implement a whole school numeracy strategy with a focus on the explicit teaching of problem solving.
- Engage additional teacher aide time to implement a range of intensive intervention strategies for students performing below the benchmark in Prep to year 3.
- Implement a professional development program which facilitates a feedback culture and supports individual teachers to build their capacity in data analysis and the use of explicit teaching strategies.

Use current research to guide and challenge our practices around the implementation of Kedron State School’s Pedagogical Framework with reference to Hattie, Fleming, Marzano and Jim Knight.

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.