Snapshot report

Under the agreement for 2014
East Brisbane State School received

Our full 2014 agreement can be found here: Click here to enter text.

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:

- Provide Parent Education - Training in Support-A-Talker and Support-A-Reader – Target audience is Early Phase Parents and some Middle Phase Parents. School to provide expertise and resources to the parents to reinforce the importance of the home-school partnership in the improvement of the student's outcomes.
- Provide release time for prep teachers to complete prep screeners.
- Provide targeted teacher aide time for Support-A-Talker and Support-A-Reader, Prep to Year 3. Students identified utilizing school and systemic assessment tools (from school’s Assessment Schedule) as well as school’s associated year level targets to identify “at risk” students in Prep to Year 3. Using data sets to pinpoint gaps in learning, set learning goals and individual targets. Individual learning plans developed, implementation of intervention with regular re-view and re-assessment meetings. Ongoing monitoring by Principal through data collection and teacher/principal data meetings.
- Provide additional FTE for Speech Language Pathologist. Effective use of SLP will provide additional time for screening allowing for early identification and intervention. Development of school’s oral language program to extend to provide much needed resources for home programs and parent education. Additional training for teacher aides to support targeted students.
- Provide additional release time for teachers to plan with ESL teacher to support EALD and Indigenous students using the Break It Down Build It Up framework. Additional time allows planning teams (HOC, teachers, EALD specialist) to weave BIDBIU framework into C2C English Curriculum. Student bandscales used during planning sessions to identify level of differentiation required for individual students.
- Provide additional targeted teacher aide support for EALD & Indigenous students. Student bandscales used during planning to identify learning needs of EALD & Indigenous students. Use data sets to pinpoint gaps in learning, set learning goals and individual targets. Individual learning plans developed, implementation of intervention with regular opportunities for re-view and re-assessment. Ongoing monitoring by EALD specialist and classroom teacher through assessment for and of learning. Post planning meetings throughout each term for class teacher to discuss progress and the setting of new learning goals.
- Provide additional 0.2 FTE for Literacy Coach to build capacity of teachers. Literacy Coach will focus on the teaching of reading comprehension and the teaching of vocabulary development.
- Provide resources and targeted teacher aide time to develop school’s tracking of numeracy skills and fly in squads to support differentiated numeracy groups.
- Provide opportunity to develop teacher aide capacity and provide teacher aide professional development in Support-A-Talker and Support-A-Reader, maths problem solving tool kit, QAR (Question Answer Relationship) and school’s explicit teaching model.