Snapshot report

Under the agreement for 2014
Woorabinda State School received:

Our full 2014 agreement can be found here:

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:

- Daily literacy block has been implemented and monitored daily by Principal for quality assurance.
  Ongoing daily/weekly monitoring, coaching, feedback and support for teachers in the teaching of literacy and numeracy by Principal as part of instructional leadership role.
  Ongoing, fortnightly, monitoring, coaching, feedback and support to teachers in literacy program Write to Spell to Read (W2S2R) by the regional Principal Education Advisor Literacy.
  Ongoing, weekly, monitoring, coaching, feedback and support to teachers in literacy program (W2S2R) by a teaching colleague and the Principal. (teachers film themselves doing a component of W2S2R and get weekly feedback)
  Ongoing training and capacity building for teacher aides to enhance their ability to support literacy and numeracy teaching in the classroom.

- Staff implement problem solving strategies as part of daily activities in literacy and numeracy.

- Resources have been purchased to enhance the teaching of literacy and numeracy.

- Continued focus on consolidating the explicit instruction pedagogy through focused coaching and professional development.

- Explicit instruction used when:
  - Introducing new curriculum knowledge or processes.
  - Introducing new classroom activities or processes.
  - Wherever literacy and numeracy are taught, including handwriting and vocabulary.
  - Behaviour management and expectations.

- Staff handbook contains the Woorabinda State School Pedagogical Framework which
outlines other pedagogies to be used and explanation of when they are most appropriately used.

- Ongoing data collection from C2C units, A to E and NAPLAN resits. Teachers analyse individual student and class data at minimum two weekly intervals and give feedback to students on their progress. Data team analyse data on five weekly data monitoring and analysis cycle. Principal has five weekly data conversations with teachers to review student progress and set “next step” targets for individual student improvement in NAPLAN literacy and numeracy.