Snapshot report

Under the agreement for 2015 Springsure State School received $35 550

Our full 2015 agreement can be found here: www.springsuss@eq.edu.au

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

50% of students in Year 3 will be placed in the U2Bs for Writing and Grammar and Punctuation.

Strategies implemented include:

- Use the skills and processes obtained from ‘Seven Steps to Writing Success’ (Jen McVeity) to design explicit, challenging writing lessons that cater for all students.
- Use GRG teacher to model ‘Seven Steps to Writing Success’ to new teachers in years 5 and 9 to ensure consistency and accuracy of program delivery.
- Principal and HoC to monitor GRG Teachers and GRG Teacher Aide performance and support implementation of writing, reading, mathematics interventions across the identified cohorts.

80% of students in Prep - Year 10 will receive a minimum of a ‘C’ in Mathematics by the end of the year.

Strategies implemented include:

- Train, model, coach and mentor all teachers to be effective in the delivery of the SCOPE strategy for mathematics (SCOPE / SCORE- Designed by Mackay Whitsunday Literacy group based on research from John Pressley and E.D Hirsch).
- Use focused numeracy lessons (that have been specifically timetabled in Years 7,8 and 9) to enhance problem solving skills across all key learning areas.
- Use the expertise of the GRG teacher and HoC to model the SCOPE strategies to all new teachers (SCOPE / SCORE- Designed by Mackay Whitsunday Literacy group based on research from John Pressley and E.D Hirsch).
- Train, model, coach and mentor all teachers to be effective in the delivery of YuMi Deadly Mathematics across Prep – 10 (QUT, Professor Tom Cooper and Dr Jan Cavanagh).
- Principal and HoC to monitor GRG Teachers and GRG Teacher Aide performance and support implementation of mathematics interventions across the identified cohorts.
Our school strategies are showing substantial progress toward our targets

All students in Years 3, 5, 7 and 9 will achieve 100% NMS in Reading.

Strategies implemented include:
- Train, model, coach and mentor all teachers to be effective in the delivery of the SCORE and SCOPE strategy for reading and mathematics (SCOPE / SCORE- Designed by Mackay Whitsunday Literacy group based on research from John Pressley and E.D Hirsch).
- Use focused literacy and numeracy lessons (that have been specifically timetabled in Years 7, 8 and 9) to enhance reading and problem solving skills across all key learning areas.
- Use the expertise of the GRG teacher and HoC to model the SCORE and SCOPE strategies to all new teachers (SCOPE / SCORE- Designed by Mackay Whitsunday Literacy group based on research from John Pressley and E.D Hirsch).
- Principal and HoC to monitor GRG Teachers and GRG Teacher Aide performance and support implementation of writing and reading interventions across the identified cohorts.

30% of students in Year 9 will be placed in the U2Bs for Reading and Writing.

Strategies implemented include:
- Use the skills and processes obtained from ‘Seven Steps to Writing Success” (Jen McVeity) to design explicit, challenging writing lessons that cater for all students.
- Use GRG teacher to model ‘Seven Steps to Writing Success’ to new teachers in years 5 and 9 to ensure consistency and accuracy of program delivery.
- Train, model, coach and mentor all teachers to be effective in the delivery of the SCORE and SCOPE strategy for reading and mathematics (SCOPE / SCORE- Designed by Mackay Whitsunday Literacy group based on research from John Pressley and E.D Hirsch).
- Use the expertise of the GRG teacher and HoC to model the SCORE and SCOPE strategies to all new teachers (SCOPE / SCORE- Designed by Mackay Whitsunday Literacy group based on research from John Pressley and E.D Hirsch).
- Use focused literacy and numeracy lessons (that have been specifically timetabled in Years 7, 8 and 9) to enhance reading and problem solving skills across all key learning areas.
- Principal and HoC to monitor GRG Teachers and GRG Teacher Aide performance and support implementation of writing, reading, mathematics interventions across the identified cohorts.

New Teacher capability is improved through the mastery of Explicit Instruction in all classrooms.

Strategies implemented include:
- Train, model, coach and mentor all new teachers in 2015 to be masters in Explicit Instruction (Anita Archer, John Fleming, McKinsey Report- Feedback loop).
- Principal to monitor GRG Teacher performance to ensure consistency and accuracy in EI coaching practices as well building leadership capacity within this teacher (as identified in school AIP).
Great Results Guarantee