Snapshot report

Under the agreement for 2014
Calen District State College received

$30 336

Our full 2014 agreement can be found here: [insert link to 2014 agreement]

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

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 our targeted student outcomes.

Our commitment

- That 100% of students in P-9 are achieving National Minimum Standards (NMS) OR have an evidence based learning plan (ILP) OR Individual Learning Guarantee (ILG) that clearly articulates their learning goals.
- Increase the percentage of Year 9 students in the top two bands of Reading from 0% to 20%

Strategies implemented include:

- Releasing staff to work collaboratively with the ST: L and N to write and review ILP’s for students working below year level expectations in the whole of KLA English and Mathematics.
- Support teacher to identify students working below NMS and develop template for writing ILG’s. Model writing ILG goals to staff and assist with implementing strategies to improve educational outcomes for these students.
- Embed an ongoing cycle of short term data collection to inform teaching. Review ILG’s every 5 weeks and ILP’s every 6 months.
- Introduction of Reading Extension lessons for current Year 8 students in the top two bands of NAPLAN or top two bands of PAT R.
- Explicit Teaching of CARS and STARS in Junior Secondary
- Year 9 participation in Project 600
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.

Our commitment
- Decrease the percentage of Year 7-9 students showing lower gains than state schooling peers in Reading from 42% to 20%

Strategies implemented include:
- Explicit Teaching of CARS and STARS in Junior Secondary
- Year 9 participation in Project 600

Our school strategies have shown limited progress toward our targets

During 2014, no progress was made toward our targeted student outcomes. We will review our strategies and make adjustments in order to better focus on maximising the benefits of this funding for our students. (Please note, these results are based on Semester 1 2014 reporting data as Semester 2 data is not currently available for analysis)

Our commitment
- Increase the percentage of P-9 students achieving a C or above in English and Mathematics from 75% to 85% OR achieving the goals outlined in their ILP or ILG.
- Decrease the percentage of students in Years 7-9 showing lower gains than state schooling peers in Grammar and Punctuation from 23% to 20%
- Decrease the percentage of students in Years 7-9 showing lower gains than state schooling peers in Numeracy from 33% to 20%

Strategies implemented include:
- Continue to provide early intervention and support programs for students in P-7 at risk of not achieving in English and Mathematics
- Employ Primary Intensive teaching teacher to deliver an alternative year level curriculum for students in Years 3-7 currently on English and Mathematics ILP’s.
- Employ Numeracy Intensive Teacher for one day a week to work with “at risk” students in Year 7, 8 and 9.
- Explicit Teaching of Grammar and Punctuation in Years 8 and 9
- Development of school based Grammar and Punctuation test to assess current level of student knowledge, set individual goals and track student progress.