Snapshot report

Under the agreement for 2014
Lockrose State School received

Our full 2014 agreement can be found here: [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. We continue to implement our strategies to ensure that every student succeeds.

Strategies implemented include:

- Enhance the reading and comprehension skills of our P-3 students, ESL/EALD and selected students on Individual Curriculum Plans through the implementation of the Pre-Lit and Mini-Lit programs that are part of the Multi-Lit Reading Tutor program.

  The Meeting Initial Needs In Literacy (MiniLit) program provided an opportunity for staff to implement a cohort consistent pedagogical approach that improves student learning by making explicit the teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension.

- Work with Cluster school Kentville, sharing an STLAN to coordinate and ensure consistency of delivery of the program, between two campuses.

- Collaboration with Regional Project Officers and the Cluster Pedagogy Coach who observed and provided feedback around “MiniLit” Framework to maintain consistency of practice throughout the program.

- Maintaining consistency of practice by ensuring that all educators who were involved in the implementation of the Pre-Lit and Mini-Lit programs received appropriate professional development in Pre-Lit, Mini-Lit or Positive Teaching.

- Ensuring regular review of student data using the WARL and SPAT-R diagnostic tests (in consultation with the STLaN, Regional Project Officers, the Multi-Lit team and Macquarie University) on a fortnightly cycle to adjust the program accordingly.

- Consistent use of the WARL diagnostic testing as a short term data cycle.

- Use of the Towre test to compare students and parent’s attitudes towards the Pre-Lit and Mini-Lit programs throughout the implementation phase of the program.