Aitkenvale State School Snapshot report

Under the agreement for 2014
Aitkenvale State School received $135, 128

Our full 2014 agreement can be found here: 2014 GRG 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 embedded include:

- Literacy Coach and additional Teacher Aides to support Prep to Year 3 students’ reading and writing skills.
- A whole school approach to effective teaching of reading and writing supported by appropriate resources and universal staff training
- Targeted professional development in explicit literacy teaching practices for the Teachers and Teacher Aides of Prep to Year 3.

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 of continued focus include:

- Increasing the percentage of students meeting the National Minimum Standards in Reading from 89% to 93% for Year 3 students
- Develop Individual Learning Plans for students who are below the National Minimum Standard
- Increase the percentage of students in NAPLAN upper two bands in Reading from 17% to 25% for Year 3 students within 2 years.
- A case management approach informed by individual student data. (attendance, behaviour, learning)
- Build teacher/ teacher aide capacity in the effective teaching of Reading via targeted coaching and professional development opportunities underpinned by the methodology of John Hattie, Lyn Sharratt and Michael Fullan.
- Enhancing parent and community knowledge, understanding and engagement of the specifics in supporting their child’s literacy and numeracy development