

# Great Results Guarantee

## Snapshot report

**Under the agreement for 2016  
Laidley State High School received**

**\$383,626**

Our full 2015 agreement can be found [here](#) or on the Quicklinks section on the school website.

After reviewing our *2016 Investing for Success* agreement, it is clear that we have made significant progress toward many of our targeted student outcomes even though the aspirational targets have not necessarily been met on many occasions. Positive improvements have been made, particularly in NAPLAN performance. 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. A performance review is outlined below.

### **PERFORMANCE FOCUS 1 & 2 - Increase the % of students reaching NAPLAN National Minimum Standards (NMS) and NAPLAN Upper 2 Bands (U2B).**

NAPLAN Domain	2016 Performance	Comparison Against 2014 Year 5 Test
Year 7 Reading NMS	86.4%	Slightly above 86%
Year 7 Writing NMS	87.1%	Significantly above 78%
Year 7 Numeracy NMS	90.5%	Significantly above 78%
Year 9 Reading NMS	88.2%	Well Below 97%
Year 9 Writing NMS	74.3%	Slightly above 74%
Year 9 Numeracy NMS	93.4%	Slightly above 92%
Year 7 Reading U2B	15.3%	Significantly above 10%
Year 7 Writing U2B	4.3%	Significantly above 3%
Year 7 Numeracy U2B	7.8%	Significantly above 2%
Year 9 Reading U2B	5.3%	Well Below 15%
Year 9 Writing U2B	8.1%	Slightly Below 9%
Year 9 Numeracy U2B	5.3%	Well Below 11%

### **PERFORMANCE FOCUS 3-6 -**

Performance Focus	2016 Performance	Comparison Against 2015 Performance
% of A - C results for Year 7 - 9 English	78.2%	Below 84.9%
% of A - C results for Year 7- 9 Maths	69.5%	Well Below 79.0%
Attendance rate for all students	88.3%	Slightly Above 88.1%
Attendance rate with > 85%	68.4%	Slightly Below 69.3%
QCE or QCIA Attainment	97.1%	Slightly Below 97.8%

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**Our school strategies have made significant progress towards meeting or exceeding most of our planned targets**

Key Strategies implemented to achieve this significant progress include:

- Employing a HOD (Learning Enhancement) to deliver targeted and intensive intervention focussed on reading, writing and numeracy to students at risk of not meeting the NAPLAN National Minimum Standards and those capable of reaching Upper 2 Bands with additional support. This intervention was delivered through implementing Co-teaching classes, literacy and numeracy intervention classes and a targeted program of short cycle intervention and short cycle extension.
- Employing a third Deputy Principal to provide enhanced behaviour management, and learning engagement oversight in the Junior school to maximise learning engagement and reengagement with learning through greater case management and partnerships with parents specialist staff and outside agencies.
- Investing in the professional development of teachers and teacher aides to enable them to better plan and implement appropriate literacy and numeracy learning experiences for students and use performance data to understand and address the learning needs of individuals and groups of students.
- Improving student attendance by implementing tighter whole school and targeted support, intervention and parent accountability processes.
- Employing additional teacher aides to support individual students and cohorts of students, including Aboriginal and Torres Strait Islander students, with in class work and afterschool homework.
- Employing consultants/presenters and coordinating programs aimed at developing skills and strategies in higher order thinking and study skills and habits so that students are better prepared for school based assessment and the NAPLAN and QCE tests.
- Purchasing resources to support literacy and numeracy development programs including utilising BKSB online assessment and learning platform.