Great Results Guarantee

Snapshot report

Under the agreement for 2015
Ithaca Creek State School received

$144030

Our full 2015 agreement can be found here:

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

During 2015, 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:

- Employing a fulltime teacher to the position Acting Head of Learning. This person
  - assisted the Principal and Deputy Principal in aligning the whole school curriculum framework to the National Curriculum and ensure consistency between cohorts;
  - examined the whole school assessment framework and strategy, ensuring there is consistency in delivery of assessment and recording of collected data
  - led the teachers – in their cohort teams during FIRE time – to higher levels of understanding and using data; determining the ‘correct’ data to be collected

- Employed a part time teacher (0.4FTE) to join the Student Services Team. This person completed the team and worked with the Students Services Manager/SEP; STL&N teacher; Deputy Principal; Guidance Officer and visiting SLP. This enabled our restructured service - teachers with in a particular cohort have a single point of contact for all students regardless of program or whether the activity is intervention, support or extension – to operate more efficiently and effectively.
  This team met weekly to discuss ‘open’ cases; review ongoing cases and add new cases where referred and appropriate.

- Trained staff new to the school in the use of ESCM and Classroom Profiling. This will ensure that the entire teaching staff
  - is trained in the two processes,
  - is able to use and understand a common language;
  - develop a school wide consistency with language and expectations, and ,
  - is able to develop / enhance reflective teaching practices and conversations