Snapshot report

Under the agreement for 2015
Longreach School of Distance Education received $39850

Our full 2015 agreement can be found here: https://longreacsde.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Great%20Results%20Guarantee%20-%20CQR%20-%20Longreach%20School%20of%20Distance%20Education-2015.PDF

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. 100% of Year 3, 5, 7 and 9 students were at or above NMS in all domains of NAPLAN apart from year 3 reading 93% and year 5 spelling 92%. We continue to implement our strategies to ensure that every student succeeds.

Strategies implemented include:

- Continue to build on teacher capability in explicit teaching (Archer and Hughes) through training in IMPACT. This will also be offered to Home Tutors.
- Implement with students and Home Tutors a revised Teaching of Reading approach based on learnings from the first year of the introduction of MultiLit (Macquarie University) and the Building Blocks of Comprehensive Reading Framework (Big 6) (Anne Bayetto),
- Build teacher and Home Tutor capability in teaching, assessing and supporting reading and writing through use of the Big 6 (Anne Bayetto), Magic 300 words (Marcella Reiter), MultiLit and MiniLit (Macquarie University), Seven Steps to Writing Success (Jan McVeity), the NAPLAN writing criteria and Reading comprehension Strategies (Sheila Cameron)
- Students in Prep to year 6 to have on-air Reading Lessons with a teacher and/or teacher aide. Reading progress tracked each lesson.
- Implement MultiLit for the teaching of reading with students who are below reading benchmark.
- Implement 7 Steps to Writing Success across year levels 3-6. Explicit on-air lessons. Use the NAPLAN writing criteria to feedback and feed forward on writing progress.
- Review student performance/progress in English and Mathematics on a unit cycle identifying student’s current A-E achievement levels, determining the student’s future learning needs, and assessing the effectiveness of the on-air direct teaching strategy.
- Provide instructional feedback for students and Home Tutors (John Hattie – Visible Learning for Teacher, Maximising Impact on Learning) and support for Home Tutors on an individualised basis after each unit.