The following strategies have met or exceeded our targets

- Through targeted coaching and modelling with the school Speech Pathologist, and using systematic and explicit instruction our teachers have shifted Prep student STRIVE (vocabulary) post test data from 69% to 83% from Term 2 to Term 3.
- All students in Year 2 who did not meet National Minimum Standards have an Individual Support Plan and have made progress against their personal goals.
- Embedded and strengthened teacher and teacher aide capacity by developing their instructional knowledge and the skills in Reciprocal Teaching and the explicit teaching of reading through focused coaching, mentoring and professional learning.
- We increased the percentage of Year 3 students in the NAPLAN upper two bands in reading from 25.6% to 32%.
- Through systematic processes, we have decreased our “unexplained” absences from 41.4% in 2013 to 7.8% in 2014.
- There was a small improvement in the percentage of Year 3 students meeting National Minimum Standards in Reading in 2014. We made progress towards our target of 97% for 2015.
- Our Early Years’ Community Liaison Officer has engaged 71% of families enrolling at our school for 2015 in our Prep transition initiative “Prepped 4 Success”, with 60% of those families remaining in the program long term.
- Students with less than 85% attendance have an Individual Attendance Plan with clear targets.

Tony Maksoud
Principal
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