

# Great Results Guarantee

## Snapshot report

Under the agreement for 2015  
Cooktown State School received

**\$136,429**

Our full 2015 agreement can be found here: [<insert link to 2015 agreement>](#)

### This funding will be used to

- Guarantee that every student will either:
  - Achieve NMS in literacy and numeracy for their year level **or**
  - Have an evidence based learning plan (ILP) developed by the school, in place to address their specific learning needs
- Every student accessing a different year level curriculum (that is, with an individual curriculum plan) will achieve a 'C' standard or better against the relevant year-level achievement standard
- Increase the percentage of Prep students able to read and comprehend short, predictable texts and compose and record short, meaningful sentences from 25% in 2014 to 30% in 2015
- Increase the % of Year 3 students meeting NMS in reading from 82.6% in 2014 to 85% in 2015
- Increase the % of Year 5 students meeting NMS in reading from 68.4% in 2014 to 75% in 2015
- Increase the % of Year 7 students meeting NMS in reading from 75% in 2014 to 80% in 2015
- Increase the % of Year 9 students meeting NMS in reading from 71% in 2014 to 75% in 2015
- Increase U2B in Reading for Year 3 from 34.8% in 2014 to 40% in 2015
- Increase U2B in Reading for Year 5 from 10.5% in 2014 to 15% in 2015
- Increase U2B in Reading for Year 7 from 25% in 2014 to 30% in 2015
- Increase U2B in Reading for Year 9 from 6.5% in 2014 to 10% in 2015
- Increase the percentage of Year 12 students attaining a QCE from 92.9% in 2014 to 95% in 2015

## 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 implemented include

Continue to implement Cooktown State School's strong improvement agenda predicated on the FNQ Regional Priorities with an explicit focus on:

- Reviewing student performance data continuously, consistent with Secondary Work Rate Calendars, foundational learning programs implemented and regular data collection in a 5 week cycle from P-12 (Hattie, Visible Learning and Hattie Visible Learning for Teachers; Love et al, The Data Coach's Guide)
- Building teacher capability across P-12 in explicit teaching and consolidations through coaching (evidence based on the FNQ Improving Teaching System; Archer and Hughes; Hollingsworth and Ybarra)
- Utilising the reading component of the FNQ Improving Teacher System to guide instructional and teacher capability development (Bayetto - Big 6; OFSTED (Reading by 6))
- Building teacher capability in the teaching of reading through targeted coaching and specific professional development

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