A summary of school analysis to progress model around the strategies/outcomes from the Great Results Guarantee (GRG) for 2014 show:

(Legend: green = progress rated above annual expectation. Blue = progress rated at/near annual expectation. Red = progress rated below annual expectation)

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<th>STRATEGY</th>
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| 1. Provide quality PD and mentoring of then leadership team in coaching and feedback so that their work with the teachers brings improvement across the school. | BLUE   | • PLC meetings held and sustainable model is being developed  
• All staff trained/coached around Explicit Teaching. Ten staff given intensive coaching  
• Data and Differentiation standards of Practice in place  
• ECMS being developed and Standard of Practice |
| 2. Providing administrative support for key HODs to allow them time to work effectively as coaches with classroom teachers. | BLUE   | • >90% OF Science/Humanities staff given PD on teaching Reading  
• Units of work planned to reflect specific teaching of reading in classes |
| 3. Establishment of the Professional Learning Community to build teacher capability to at least the Proficient level in explicit teaching, consolidation, differentiation, ESCM and explicit teaching of reading and writing. | BLUE   | • All teachers given coaching/feedback through the school coaching/observation system  
• All Classified Officers undertaking weekly coaching/observation of staff |
| 4. Implementing individual learning plans for students at risk of not achieving NMS in literacy and numeracy. | RED    | • Interventions are in place in response to NAPLAN and other data but Individual Learning Plans still need work  
• No whole of school model in place yet  
• Pockets of good practice – e.g. SWD program |
| 5. Engaging parents in development and implementation of individual learning plans. | RED    | • Community consultation being undertaken in November 2014  
• Communications with parents occurring |
| 6. Developing and implementing a system of tracking the progress of junior secondary students at regular intervals so that interventions are timely and relevant. | BLUE   | • Data is being collected and analysed at regular (5 week) intervals – Behaviour; Attendance; Achievement  
• Intervention occurring and meeting with success  
• Comprehensive system in development for 2015 |
| 7. Purchase resources to support interventions with students. | BLUE   | • SONIC program purchased to assist LAN development towards NMS  
• Resources shared with feeder primary schools for Reading/Numeracy – Cars & Stars; EMMs. |
Guarantee Outcomes Summary

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| 1. NMS  | BLUE   | • Excellent results in Numeracy  
|          | BLUE   | • Drop in Reading  
|          |        | • Evidence used to plan and direct interventions  
|          |        | • Individual Learning Plans in development  
|          |        | • Evidence based  |
| 2. U2B   | RED    | • No appreciable gains made in all U2B areas  
|          |        | • School has developed focussed response to this from the data in 2014  |
| 3. NMS   | BLUE   | • Excellent improvement in Numeracy  
|          |        | • Small gains in G & P/Writing  
|          |        | • No gain in Reading/Spelling  |

**Principal Comment:** The 2014 results to our Great Results Guarantee can only be rated as satisfactory, with room for improvement. The school has revised its strategies in response to this and we remain committed to significant improvement in all areas in 2015.