MacGregor State School (MSS) community has benefited greatly from The Great Results Guarantee (GRG) funding. It has assisted with building teacher capacity, purchasing resources (both human and physical), building parent school partnerships but most of all it has allowed students across the school to achieve to their potential.

By ‘building teacher capacity’, teachers have been able to upskill their ability to deliver a quality curriculum to all students at MacGregor SS. The funding of the position of HOC Student Support has allowed for one person to co-ordinate student support across the school. This along with Collegial Coaching, intense staff in-service in reading, as identified as a key area of focus in MSS Explicit Improvement Agenda has allowed for growth in teacher expertise. Induction of new staff, and the employment of teachers to ‘top up’ existing teacher allocation in Special Education Program (SEP) and English as another Language or Dialect (EALD) along with Support Teacher Literacy and Numeracy (STLaN), Speech and Language Pathologist (SLP) and employment of a teacher to provide an EALD interpretative service providing the home school link. All these areas have been funded through GRG as has the partnership with ACCCO in supporting the teacher aides to complete their Cert IV in Education Support.

A considerable part of GRG funding has been utilised to employ merit based appropriately trained additional teacher aides across the school to collaboratively support teachers in assisting students in their class. All prep classes receive an extra 2 hours per day. Sixteen teacher aides have been employed to support students in EALD, SEP and students from Years 1-6 at risk of not meeting National Minimum Standards (NMS) in Reading and Numeracy. Currently there are about 300 students receiving direct intense support in reading, writing, spelling, speech therapy and numeracy in Years 1-6. One of the goals set for GRG was for 100% of students to achieve National Minimum Standards (NMS) and we are very close to achieving this. MacGregor SS has a deep seeded philosophy of inclusion and all students are encouraged to participate fully in all school life offers. One measure of NMS is NAPLAN. Only one student in Year 3, who participated in the assessment, did not meet NMS in reading. Twelve Year 3 students, supported by GRG, scored the top band in reading. Another goal at MacGregor SS is to raise the number of students in the Upper Two Bands (U2B), 74% of students achieved this goal in reading and 65% in numeracy.

Additional resources have been purchased across all year levels to support literacy, numeracy and digital technologies. Targeted resources have also been purchased to enrich and extend students in the Upper 2 Bands (U2B) as well as students working with STLaNs, SEP and EALD.

Community partnerships are an integral part of GRG. A teacher aide has been employed to follow up on absence and late arrivals thus encouraging maximum school attendance. Parent workshops have been conducted and information sheets have been included in the school newsletter as well as uploaded to MacGregor SS website. This will continue in 2016.

The most significant outcome teachers have reported is in the students’ confidence to tackle tasks which they previously thought were too difficult. Now students ask questions, read from the whiteboard and discuss content with their peer, whilst feeling comfortable to take the risk of being wrong and to have the confidence to move on. The current GRG model operates by delivering short focussed intense sessions which create ‘minimal disruption for maximum gains’.

After reviewing the Great Results Guarantee it is clear MacGregor is on track to meet or exceed the targeted student outcomes. We will continue to implement our strategies in 2016 to ensure every student succeeds to their potential.

Marie Stenning  
Head Of Curriculum Student Support