## Great Results Guarantee

## Snapshot report

## Under the agreement for 2015 Lockyer District High School received

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. Improvement measures included:

Measure 1: Averaged year-on-year school improvement rates for year 9 students
Measure 2: Averaged individual student improvement relative gain rates for year 7, 8 and 9 students Measure 3: $100 \%$ eligible students will attain a Queensland Certificate of Individual Achievement (QCIA). Strategies implemented include:

|  | Target | 2015 Outcome |
| :---: | :---: | :---: |
|  | 93\% of Year 9 students meet NMS in Reading in 2015. | 2015 NAPLAN NMS Reading 86.6\%. 83.3\% of students improved from their previous NAPLAN result. The best in 3 years. |
|  | 94\% of Year 9 students meet NMS in Numeracy in 2015. | 2015 NAPLAN NMS Numeracy 95.3\%. 93.8\% of students improved from their previous NAPLAN results. |
|  | Year 7 Relative Gain for Reading to average 85\% | 2015 Year 7 NAPLAN Reading Relative Gain on previous NAPLAN test 81.3\%. |
|  | Year 7 Relative Gain for Numeracy to average 85\% | 2015 Year 7 NAPLAN Numeracy Relative Gain on previous NAPLAN test 98.4\%. This is a very pleasing result. |
|  | Provide learning support staff to implement learning plans and improve outcomes in Reading and Numeracy. | Employed 2 Teachers full time for targeted Literacy and Numeracy support. <br> Employment of 3 full time T/Aides to support students identified at being at risk of not meeting minimum benchmarks. |
|  | Improve Queensland Certificate of Education (QCE) and Queensland Certificate of Individual Achievement (QCIA) attainment rates for 2015 | 2015 QCE completion rate 99.35\% <br> 2015 QCIA completion rate 100\% <br> Employed a full-time Admin. Officer to improve data collection processes and responsiveness to student needs |

