Under the agreement for 2015
Eagle Junction State School received $280,980

Our full 2015 agreement can be found here: on the website

Our school strategies are showing substantial progress toward our targets

During 2015 we have focused on maximizing the benefits of this funding for our students. After reviewing our Great Results Guarantee agreement, it is clear that we have made progress toward our targeted student outcomes. We continue to implement our strategies to ensure that ‘every student has every opportunity for every success’.

The percentage of students meeting the Minimum Standards in Reading was 95% in Year 3. In Year 5 it was 96.4%.

The percentage of students meeting the Minimum Standards in Numeracy in Year 3 was 96.6%; Year 5 97.3%.

The improvement in the upper two Bands was in the highest quadrant.

Strategies to address the learning needs of those who have not achieved NMS have included:
- Each child has an Individual Learning Plan and has worked with the STL&N or Intensive Teachers with improved results from base line data assessments.
- Each child has worked in small groups or individually with the Intensive Teachers throughout the year.
- Each child has an ILP to transition to 2016
- An in-depth data analysis of strengths and weaknesses for each Naplan question, class and year group and gender group has occurred.
- The results of Indigenous and EAL/D have been analysed and plans are in place for a strategy of improvement in 2016.
- Dr Lyn Sharratt research has been implemented with great impact.

Strategies implemented include:
- Increasing our teaching teams’ capacity through training inspired by Dr Lyn Sharratt; participation in a variety of professional development and coaching activities.
- Our Intensive Teaching Team was expanded to 6 and additional teachers were trained in the Coaching program which will continue into 2016 along with the Master Teacher appointed in 2015.
- The appointment of a Head of Curriculum to focus on planning, assessment and reporting.
- Teacher Aide, AAEP and teacher time in support of students at risk and those who have English as another language or dialect was increased, especially in the Early Years.