Under the agreement for 2015
Withcott State School will receive $60,960*

*Estimated on 2014 data. Actual funding will be determined after 2015 enrolment data is finalised.

This funding will be used to

- Identify students who do not reach the national minimum standard in NAPLAN 2015 and develop an evidence-based plan for them
- Identify students in the early years at risk of not reaching the national minimum standard in Year 3 NAPLAN Reading in 2014 – 2016 and develop an evidence-based plan developed for them
- Increase the number of students in Year 3 reaching the national minimum standard in NAPLAN Spelling in 2014 - 2016 from 93% to 96%
- Increasing the proportion of students in the NAPLAN upper two bands in Year 3 for reading from 39% to 42% in 2014 - 2016
- Increasing the proportion of students in the NAPLAN upper two bands in Year 5 for reading from 22% to 25% in 2014 - 2016
- Increase the numbers of students reaching the regional benchmark in PM reading levels in Prep to Year 3 by 3% in 2015
- Increase the number of students in the NAPLAN upper two bands for Year 5 Writing
- Improve the capability of staff to teach reading and writing through professional development, coaching and feedback
- Build on community partnerships by enhancing links with the local early childhood care provider

Our strategy will be to

- Use data (AEDI, Early Start, student achievement, standardised and school-based assessments) to identify target areas in reading and ‘at risk’ students in the early years
- Identify successful, evidence-based pedagogical approaches that may be consistently implemented across the early years and into the middle years of schooling
- Use short cycle data collection (monthly) as well as weekly feedback to monitor student improvement and inform teaching practice
- Build the capacity of staff to implement a quality reading and writing program and ensure that reading is explicitly taught, monitored and assessed
- Harness the capability of volunteers to support learning goals and engage parents and caregivers in the teaching learning cycle so that reading development is supported at home
- Create opportunities for liaison with the local early childhood care provider to identify areas for collaboration (e.g. transition, parent information sessions, school readiness)
- Ensure that approaches, programs and practices align with current research; drawing on the work of:
  - Fullan (2011). Choosing the Wrong Drivers for Whole System Reform
Our school will improve student outcomes by

- Employing a reading coordinator:
  - to coordinate the planning, implementation and monitoring of a reading tutoring program and intensive guided reading program across Prep to Year 3 classes
  - to build staff, parent and volunteer capability to teach and support foundation reading skills (phonics, sight words, vocabulary, sentence-building, comprehension) by providing professional development and training
  - to liaise with the local early childhood care provider to explore avenues for supporting student learning
- Purchasing additional resources (leveled texts, comprehension program)
- Providing professional development around the teaching of the writing process
- Providing direct intervention and intensive instruction in reading and spelling to individuals and small groups of students in the early years classes by trained personnel
- Provide access to successful, evidence-based targeting reading programs to support literacy and numeracy achievement, e.g. Booster for Year 3, 4 and 5

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Employing a reading coordinator:</td>
<td>$15,000</td>
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<tr>
<td>Purchasing additional resources (leveled texts, comprehension program)</td>
<td>$2000</td>
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<tr>
<td>Providing professional development around the teaching of the writing process</td>
<td>$1000</td>
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<tr>
<td>Providing direct intervention and intensive instruction in reading and spelling to individuals and small groups of students in the early years classes by trained personnel</td>
<td>$39,960</td>
</tr>
<tr>
<td>Provide access to successful, evidence-based targeting reading programs to support literacy and numeracy achievement, e.g. Booster for Year 3, 4 and 5</td>
<td>$3000</td>
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<tr>
<td></td>
<td>$60,960</td>
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</tbody>
</table>

Tania Angus  
Principal  
Withcott State School

Dr Jim Watterston  
Director-General  
Department of Education, Training and Employment