Under the agreement for 2015
Woodford State School will receive $138,100*

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

This funding will be used to

- Increase the percentage of Prep students able to read and comprehend short, predictable texts
- Increase the percentage of years 1-10 students able to read and comprehend at a “C” standard or above
- Increase the percentage of students in NAPLAN upper 2 bands from 2014 to 2015 in Reading and Numeracy
  - Reading Targets Yr3 20% Yr5 20% Yr7 15% Yr9 10%
  - Numeracy Targets Yr3 15% Yr5 21% Yr7 10% Yr9 10%

Our strategy will be to

- Increase teachers’ repertoire of effective strategies for teaching text processing and comprehension across learning areas through using the Australian Curriculum English content
- Provide professional development and coaching to ensure teachers are able to deconstruct Australian Curriculum: English content and provide targeted and scaffolded instruction to secure highly effective first teaching of essential reading comprehension concepts and skills in every classroom
- Develop collaborative data inquiry processes (to build teachers’ ability to interpret data, identify and scale-up effective teaching practices and differentiate better)
- Better prepare and support teacher aides to consolidate student learning in numeracy and literacy (including oral and metalinguistic language)
- Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning
- Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards
- Develop, resource and implement a professional development and coaching program to support teachers in data gathering, collation, analysis and use. Data gathering resources include Pat M, NCR Diagnostics, PM Bench Marks, PROBE, CARS & STARS and NCR Comprehension
- Develop teacher capacity to design curriculum-aligned monitoring and assessment tasks (for short-term data cycles)
- Continue 2014 Success School Project Numeracy strategies and skills eg warmups, fluency, problem solving and short term data analysis
- Target upper 2 bands numeracy 3,5,7 & 9 in preparation for 2015 and 2016 (withdrawal groups to improve to problem solving skills)
Our school will improve student outcomes by

- Providing TRS to enable triads of teachers/leaders to engage in collaborative data inquiry, action learning, classroom visits and professional conversations
- Employing a literacy coach (0.5) to build teacher capability in teaching comprehension of learning area texts
- Reviewing and implementing a whole school approach to teaching reading comprehension (aligned to Success School Project NCR)
- Employing teacher aides to be trained in reading comprehension to ensure timely and accurate use of data to inform intervention programs for students
- Investing in comprehension resources to support teachers in data gathering, collation and analysis of student outcomes in student comprehension.

**Expenditure:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Employment of additional support staff to enhance the classroom reading comprehension and numeracy programs</td>
<td>$ 81226</td>
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<tr>
<td>Build teacher capability in explicit teaching practices in reading comprehension by employing 0.5 Literacy coach (compliment NCR Success Schools Project)</td>
<td>$ 43233</td>
</tr>
<tr>
<td>Purchasing of resources</td>
<td>$ 5000</td>
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<tr>
<td>Teacher release for coaching and mentoring</td>
<td>$ 8640</td>
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</tbody>
</table>

**Mrs Ronnie Hill**  
Principal  
Woodford P-10 State School

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