Under this agreement for 2016
Woodford P-10 State School
Every Student Succeeding - Today’s Effort Tomorrow’s Success

This funding will be used to

- Increase the percentage of students meeting NMS in Reading and Writing in NAPLAN 2015 to 2016
- Increase the percentage of students in the U2B’s in Reading and Writing in NAPLAN 2015 to 2016

NAPLAN Improvement in Reading

- **NMS:** Yr3 87%-94%  Yr5 92-94%^  Yr7 100%-100%  Yr9 75%-80%
- **U2B:** Yr3 26%-30%  Yr5 24%-30%  Yr7 11%-15%  Yr9 8%-15%

NAPLAN Improvement in Writing

- **NMS:** Yr3 91%-95.%  Yr5 78%-92%  Yr7 79%-87%  Yr9 46%-70%
- **U2B:** Yr3 21%-30%  Yr5 7%-15%  Yr7 0%-15%  Yr9 0%-10%

- Student A-E Achievement Reporting English 75% receive C or above
- Comprehension strategies will be embedded across the whole school
- Whole school reading and writing data to be collected

Our initiatives include

Reading

- Continue to deliver oral language activities that target phonological and phonemic awareness (Sounds to Letters)
- Continue to embed a balanced reading program
- Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback
- Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e. 1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.
- Ensure the 5 aspects of reading are explicitly addressed i.e: Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4. Text and Textual features; 5. Knowledge of the World
- Cars Comprehension Pre/Post Tests
- Monitor PM Benchmark Running Records

* Funding amount estimated on 2015 data. Actual funding will be determined after 2016 enrolment data are finalised.
Writing

- Develop a balanced writing program that:
- Reflects the development of a shared understanding and pedagogical practice of the 4 writing procedures: 1. Modelled Writing; 2. Shared Writing; 3. Guided Writing; 4. Independent Writing
- Aligns writing pedagogy to Pearson’s Gradual Release of Responsibility Model
- Continues the trial of a variety of teaching processes and resources e.g. 7 Steps to Writing, Sheena Cameron
- Promotes moderation of Seven Steps Writing Sample – one step per week to be moderated with a full sample for the end of term

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 to continue to build teacher capability in teaching comprehension of learning area texts
- Employing teacher aides to continue to be trained in the delivery of reading comprehension strategies
- Ensure timely and accurate collection and use of data to inform intervention programs for students
- Investing in reading and writing resources to support teachers in data gathering, collation and analysis of student outcomes in student comprehension.

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment of additional support staff(Literacy coach, teachers &amp; teacher aides) to enhance the classroom reading comprehension and writing programs in the MNS and U2B’s.</td>
<td>$178,000</td>
</tr>
<tr>
<td>Teacher release for coaching and mentoring</td>
<td>$23,000</td>
</tr>
<tr>
<td>Purchasing of resources</td>
<td>$5,045</td>
</tr>
</tbody>
</table>

Ronnie Hill
Principal name
Principal
Woodford P-10 State School

Dr Jim Watterston
Director-General
Department of Education and Training

* Funding amount estimated on 2015 data. Actual funding will be determined after 2016 enrolment data are finalised.