Under this agreement for 2014
Goondiwindi State School will receive

This funding will be used to

- Improve the percentage of Year 3 students NMS in reading from 95.8% to 100% in 2014.
- Develop individual learning plans for those students at risk of not achieving NMS.
- Improve teacher capabilities in Explicit Instruction, through professional development and focused feedback, increasing the proportion of Year 5 students in reading NMS from 82.1% to 92% and U2B from 15.4% to 22% by 2015.
- Review and develop the school Early Years Literacy program and through professional development, teacher capabilities which will result in an improvement over the next three years of Year 3 Reading MSS with the interim target of the proportion of Year 3 students in the U2B improving from 26.8% to 35% by 2015.

Our strategy will be to

- Implement a range of literacy intervention programs for Year 1-7 students who are at risk of or are not currently meeting the NMS in literacy. Data on student learning will be captured weekly during the programs and used to inform teaching and provide feedback to the student.
- Develop a fortnightly cycle of data collection and monitoring individual student progress in literacy and numeracy for Prep and Year 1 students who are identified as having 6 month or more delay in literacy skills and knowledge. Data will be used to inform teaching and student learning goals.
- Review and refine our whole school approach to teaching reading and foundational literacy skills and knowledges.

Evidence:
Our school will improve student outcomes by

- Implementing MiniLit intensive literacy program for Year 1 students who are not meeting Semester 2 Prep literacy benchmarks and for Year 2 and Year 3 students who are at risk of not meeting the NMS in literacy. This program aims to support students in improving their reading age to an age appropriate level. Employ additional teacher support time to allow student access to the program and provide the resources to enable the implementation for intensive instruction. $25026

- Providing professional development for a teacher and two teacher aides in MultiLit an intensive support reading program. $21000

- Implementing MultiLit intensive literacy program for Year 4-7 students who are 18 months or below age appropriate reading levels in order to improve their level of reading by at least 12 months. Employ additional teacher aide support and purchase program resources to implement the program for intensive instruction $16500

- Employing additional teacher support time to enable more frequent assessment of Prep/Year 1 student learning to assess progress, develop and refine specific interventions, provide timely feedback to students and inform teaching practice. $17200

- Employing additional teacher aide support for strategic, targeted intervention informed by student data and measured against improvement targets for identified student in Years 4-7. $26800

- Building teacher understanding and capacity in Explicit Instruction by providing professional support through our Pedagogical Coach. $31500

  - Building teacher understanding and application of differentiated learning through MSSWD project professional development, feedback and coaching.
  - Providing teachers release time to enable Pedagogy Coach to model, support and provide teachers opportunities to observe quality practice in Explicit Instruction.
  - Providing professional reading resources to be used as part of Explicit Instruction school funded professional development to build teacher capability in this practice.

- Providing professional development for teachers to further develop their deep knowledge and skill to teach reading.

- Enabling release time for year level teachers to work as a cohort with the Principal in reviewing the teaching of reading, mapping against Teaching and Learning Audit tool, analyzing areas of strength and areas of need as part of refining school reading program to ensure consistency of teaching across the school.

Carmel Schaumburg
Principal
Goondiwindi State School

Dr Jim Watterston
Director-General