Under the agreement for 2015
Lowood State School will receive

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

This funding will be used to

- Support all eligible students in Years 3 and 5 to achieve the NMS as reflected in NAPLAN testing.
- Increase the percentage of students achieving a ‘C’ standard or above in Mathematics in Prep to Year 6.
- Increase the percentage of students achieving a ‘C’ standard or above in English across Prep to Year 6.
- Support each student at risk of not achieving NMS (as reflected in internal school data) with tailored support programs and particular emphasis in Years P-3.

Our strategy will be to

- Implement a coaching model to increase teacher expertise and knowledge in Explicit Instruction and teaching of reading enabling a sharper and more effective delivery of classroom curriculum across the school. This coaching model will include: formal coaching and mentoring, peer and collegial support and feedback and collective planning, moderation and reflection time.
- Implement an explicit intervention program focusing on foundation Literacy skills.
- Embed an effective Internal Monitoring data collection framework to guide teacher’s collection and analysis of standardised student data. Analysis is to provide informed student intervention strategies and support within the classroom.
- Develop teacher aide training and practices to support students learning needs within their classrooms, during instruction.
- Establish a professional learning community of school leaders or teachers (from cluster or ‘like’ schools) to share and evaluate strategies and their impact.
- Identify students with learning difficulties and those at risk of falling behind their peers (Guidance Officer services).

Research base:
Archer, AL and Hughes, CA 2011 Explicit instruction: Effective and Efficient Teaching Guildford Press, NY.

Our school will improve student outcomes by

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employing an additional Guidance Officer 15 days (Term 1/Term 4) to assess all identified students, and develop structured cognitive referrals and intervention plans.</td>
<td>$10 000</td>
</tr>
<tr>
<td>Providing TRS to enable teaching teams to engage in collaborative data inquiry, peer observation and professional conversations, coaching and feedback.</td>
<td>$18 000</td>
</tr>
<tr>
<td>Purchasing of resources to enhance student engagement and support differentiated practice in reading.</td>
<td>$30 000</td>
</tr>
<tr>
<td>Teacher professional development and Coaching in the support/training in Explicit Instruction and Reading Comprehension (Lyn Sharratt and Kay Rankin).</td>
<td>$20 000</td>
</tr>
<tr>
<td>Utilising additional teacher aide hours to provide targeted support to students identified as demonstrating difficulties and delays with their Literacy and Numeracy learning.</td>
<td>$18 470</td>
</tr>
<tr>
<td>Ongoing professional development for identified teachers in Yumi Maths training.</td>
<td>$10 000</td>
</tr>
<tr>
<td>Targeted resources for intervention programming.</td>
<td>$3 000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$109 470</strong></td>
</tr>
</tbody>
</table>

Jordan Burke
Principal
Lowood State School

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