This funding will be used to

- Improve outcomes in Numeracy, Spelling & Reading.
- Ensure all Year 3 students reach NMS in Spelling
- Develop individual ‘Evidence Based Plan’ and ‘Individual Learning Plans’ for those students at risk of not achieving NMS.
- Employ a teacher to implement an Early Years curriculum for Preps and focus on the individualised learning for our lower year levels.
- Improve teacher capabilities, through professional development, data analysis and focused feedback, to achieve improved student outcomes.

Our strategy will be to

- Create ‘Individualised Learning Plans’ for all identified students not functioning at required year level and make necessary adjustments for them to access the curriculum.
- Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards.
- Implement specific evidenced-based programs to assist with explicit teaching of spelling, reading and numeracy.
- Employ an additional teacher to focus on the Prep-2 students and early year’s targets for at least 1 term.
- Review student performance data fortnightly to adjust curriculum, resources and pedagogy
- Develop individual student learning goals for Reading and Numeracy.
- Provide effective and regular feedback to students and parents on Reading and mathematical progress.

Evidence:
Archer, Anita, Hughes, Charles - Explicit Instruction, Effective and Efficient Teaching, Guilford Press, 2011.
Our school will improve student outcomes by

<table>
<thead>
<tr>
<th>ACTION</th>
<th>COST $</th>
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<tbody>
<tr>
<td>• PRIME Maths program and PD</td>
<td>$1500</td>
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<tr>
<td>• SSP Reading and spelling program and PD</td>
<td>$2500</td>
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<tr>
<td>• Up-skilling teacher aide and staff to provide instruction to work with individual/small groups of students. They will provide intensive instruction, based on the individualised learning goals and specific teaching strategies.</td>
<td>$2360</td>
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<tr>
<td>• Employ a second teacher to set up our Prep-2 classroom for ease of transition to school life and provide a focus on individualising the learning for the lower years.</td>
<td>This will be school funded as well.</td>
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<td>• The TA’s will jointly administer assessment to provide base line data for our lower school students.</td>
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<td>• Engaging with the pedagogical coach to lead the auditing of the teaching of reading against the Five Aspects of Reading/Writing. Develop a whole school approach to teaching reading and writing ensuring that the five aspects are taught in each classroom.</td>
<td>Cluster allocation</td>
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<tr>
<td>• Using systemic (NAPLAN) and other data (eg PAT) to develop individual learning plans that incorporate specific targeted teaching strategies, targets and learning goals.</td>
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<tr>
<td>• Developing a “5 week cycle of data” and progressive assessment overview which provides opportunities to collect, analyse and share data. This data will be used to inform the next teaching cycle.</td>
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Chantelle Stephens  
Principal  
Maryvale State School

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