Under the agreement for 2015
Westmar State School will receive

$8,400*

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

This funding will be used to

- Maintain the proportion of students in NAPLAN meeting NMS in Year 3 and 5 Spelling and Reading.
- Increase the proportion of students in NAPLAN upper two bands in Spelling.
- Increase the proportion of students in NAPLAN upper two bands in Numeracy.
- Develop individual EBPs for students who are not achieving NMS in NAPLAN Testing areas.
- Strengthen the relationships with the existing Kindergarten program to ensure that when students transition to Prep year they are prepared for school.

Our strategy will be to

- Deliver the Words Their Way Spelling Program, tailored to individual learning needs, across Prep to Year 5.
- Provide professional development and coaching to ensure teachers are able to deconstruct Australian Curriculum: mathematics content and provide targeted and scaffolded instruction to secure highly effective first teaching of essential mathematical concepts and skills in every classroom.
- Use continuous cycles of assessment, analysis, explicit teaching and reassessment to provide detailed feedback conferences to students and monitor improvement.
- Continue to implement a Reading Enrichment Program delivering daily opportunities to consolidate strategies explicitly taught through the CAFÉ system.
- Communicate regularly with the Westmar Kindergarten providing Newsletters and opportunities to work alongside Westmar State School staff.

Using

- The gradual release of responsibility model by Pearson & Gallagher (1983)
- Explicit instruction (as recognised by Archer and Hughes)
- Assessment For Learning and Assessment As Learning (as recognised by P–12 curriculum, assessment and reporting framework)
Our school will improve student outcomes by

<table>
<thead>
<tr>
<th>Action</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Implementing the Words Their Way and Multi-lit programs to ensure that students master the developmental milestones of spelling and reading. These programs allows for each child to work at an appropriate developmental level across phonemic, morphemic and whole-word approaches for focussed teaching of word-attack and spelling rules, with consistent and regular review of skills and rules.</td>
<td>$2,940</td>
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<tr>
<td>Conferring with parents to implement EBPs to support individual students.</td>
<td>$750</td>
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<tr>
<td>Engage experts to deliver training to staff in the areas in CAFÉ and Multi-lit, focusing on strategies of word-attack, decoding and comprehension. This program uses the gradual release of responsibility model by Pearson &amp; Gallagher (1983) to deliver explicit instruction (as recognised by Archer and Hughes) of specific reading skills and applies Assessment For Learning and Assessment As Learning (as recognised by P–12 curriculum, assessment and reporting framework) to provide feedback and goal setting discussions with students.</td>
<td>$1,250</td>
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<tr>
<td>Scheduling Data Discussions every 5 weeks, at which student's learning and data is analysed to ensure progress and identify areas requiring further intervention.</td>
<td>$1,000</td>
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<tr>
<td>Engaging in moderation of writing samples, with schools outside the cluster to ensure consistency of judgments.</td>
<td>$2,500</td>
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<td>Providing Professional Development to staff to increase knowledge and understanding of essential mathematical concepts and skills.</td>
<td>$1,000</td>
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<td>Purchasing the Junior Elementary Math Mastery program and student work books</td>
<td>$1,000</td>
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<td>Inviting pre-prep children into the school during the year to engage in an extended transition program</td>
<td>$1,000</td>
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<tr>
<td>Inviting Kindergarten staff to PD opportunities regarding reading, spelling and writing development to support seamless transitions and unified language for learning at Westmar.</td>
<td>$1,000</td>
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</tbody>
</table>

Elizabeth Cumming
Principal
Westmar State School

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