Under this agreement for 2016
Westmar State School has received

$9,112

This funding will be used to

- Maintain the proportion of students in NAPLAN achieving NMS in Year 3 and 5 Reading, Writing and Spelling
- Increase the proportion of students in NAPLAN U2B in Writing
- 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 initiatives include

- Deliver the Words Their Way Spelling Program, tailored to individual learning needs, across Prep to Year 6.
- Deliver MiniLit, Reading Tutor and MaqLit programs to students on an individual or small group basis, for specific reading needs, across Prep to Year 6.
- Deliver the 7 Steps to Writing Success skills and strategies to students across Prep to Year 6, as a part of the Reading Enrichment Program.
- Support the Kindergarten to implement PreLit to students to support transitions and reading readiness when entering Prep.
- Use continuous cycles of assessment, analysis, explicit teaching and reassessment to provide detailed feedback conferences to students and monitor improvement.
- Continue to implement the Reading Enrichment Program, delivering daily opportunities to consolidate strategies explicitly taught through the CAFE system.
- Deliver IMPACT – Write On Program to students in Year 3-6

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

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| - Engaging experts to deliver training to staff in the areas of Seven Steps to Writing Success, to support teachers to engage students in quality writing experiences.  
- Timetabling writing lessons into the Reading Enrichment Program to deliver focussed small group or individualised teaching and learning in writing skills.  
- Engaging experts to deliver training to staff in using the NAPLAN Writing Marking Grids  
- Engage BSDE to deliver IMPACT programs to students in years 3-6 | **$7,000** | - Seven Steps continued to be employed. Saw improvements in marks around audience – continue to deliver to promote consistency  
- Timetabled sessions of Work on Writing were successful, if not occurring weekly - Employing TRS to facilitate teachers coming off line will support this to occur more regularly  
- IMPACT classes supported high achieving students – school to reconsider IMPACT delivery model. |
| - Continuing to implement the Words Their Way, MiniLit and Reading Tutor 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.  
- Engaging experts to deliver training to staff in the areas in CAFÉ and MiniLit, MaqLit and Reading Tutor, focusing on strategies of word-attack, decoding and comprehension. This program uses the gradual release of responsibility model by Pearson & 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  
- Conferring with parents to implement EBPs to support individual students when needed. | **$500** | - Mini-Lit and Macq-Lit programs were successful- staff delivered intervention to 3 groups, with expectations of there being more groups in 2017. The programs linked into the language and delivery of regular programs within the school (WTW and REP)  
- CAFÉ continued to be delivered. Students still using the language to discuss reading.  
- REP continues to support students to meet reading targets and goals  
- IEPs developed in consultation with parents. |
| - Scheduling Data Discussions every 5 weeks, at which student’s learning and data is analysed to ensure progress and identify areas requiring further intervention  
- Scheduling TRS to take teachers offline a minimum once per term to engage in focussed Data Discussions  
- Engaging in moderation of writing samples, with schools outside the cluster to ensure consistency of judgments. | **$1,000** | - Further commitment to scheduling TRS will support the delivery of the Work On Writing programs – breakdown of funds in 2017 should reflect this need  
- Moderation opportunities to continue to be explored – with anticipated improvements to internet connections, WSS are looking to moderate more frequently in a digital space. |
| - Supporting the Kindergarten to engage with, and deliver the PreLit program to the Pre-Prep students, to ensure literacy success (including pre-reading, pre-writing and pre-spelling skills) when entering Prep in 2017;  
- Inviting pre-prep children into the school during the year to engage in an extended transition program  
- Inviting Kindergarten staff to PD opportunities regarding reading, spelling and writing development to support seamless transitions and unified language for learning at Westmar. | **$612** | - Kindy relationships continue to strengthen – observational evidence indicates transitions to school are occurring more seamlessly, with educational expectations beginning to become aligned.  
- Pre-Prep transition program extended in 2016 – formal documentation and expectations to occur in 2017. |