Under the agreement for 2015
Woodhill State School will receive

$75,050*

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

This funding will be used to

- Increase the percentage of students at or above the NAPLAN National Minimum Standard from 94% in 2013 Year 3 reading to 95% in 2015 Year 5 reading
- Increase the percentage of students achieving a 'C' standard or above in mathematics from 83% in Year 5 (2014) to 85% in Year 6 (2015)
- Every student accessing a different year level curriculum (that is, with an individual curriculum plan) will achieve a 'C' standard or better against the relevant year-level achievement standard
- Increase the percentage of Prep students able to read PM benchmark 8 to 75%.

Our strategy will be to

- Increase teachers' repertoire of effective strategies for teaching text processing and comprehension across learning areas
- 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
- Develop collaborative data inquiry processes (to build teachers' ability to interpret data, identify and scale-up effective teaching practices and differentiate better) through a professional learning community.
- Use Early start material to track and assess all Prep students in order to better cater for their learning needs.
- Better prepare and support teacher aides to consolidate student learning in numeracy and literacy (including oral language and metalinguistic)
- Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning
- Facilitate action learning/action research to identify and verify the effectiveness of strategies currently in use
- Provide education for parents of pre-Prep students to support the development of oral language and early literacy and numeracy skills at home
- Develop a network of local early childhood centres and kindergartens to enhance knowledge of on-entry to Prep expectations and to assist in a smooth transition of children into Prep and Year 1
- Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards
- Develop teacher capacity to design curriculum-aligned monitoring and assessment tasks (for short-term data cycles).

Our school will improve student outcomes by

- Employ a speech language pathologist (0.1) to assess all Prep students and teacher-referred students in Years 1 and 2, develop structured oral language programs for implementation teacher aides, train teacher aides and parents and monitor student progress
- Continue to use the adapted Oracy program for use in Prep and Year 1
- Provide TRS to enable teachers/leaders to engage in collaborative data inquiry, action learning, classroom
visits and professional conversations

- Use Early Start materials across Prep to Year 2 to inform teaching, learning and resourcing, and to track progress
- Upskill teachers in the use of OneSchool so that all teachers are using (the developmental maps mark book, individual curriculum plans, differentiation placemat, dashboard functionality)
- Develop, resource and implement a professional development and coaching program to support teachers in data gathering, collation, analysis and use
- Maintain a whole school approach to teaching writing (aligned to and including engagement with the How to teach writing online coaching module and Seven Steps to Writing)
- Employ an intervention teacher to work with low achieving Prep and Year One students to improve their learning outcomes
- Learning program designed to accelerate the learning of under-performing students
- Arrange for teacher aides to engage with MSSWD online modules (for example, understanding autism spectrum disorder, dyslexia and significant learning difficulties, motor coordination, hearing loss, speech and language and communication needs)
- Employ a dedicated Science teacher
- Implement (augment) a social and emotional wellbeing program - train staff, purchase the necessary resources, timetable lessons

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