Under this agreement for 2016
Cambooya State School will receive $49,050*

This funding will be used to

**Short Term:**
- Increase the percentage of Year 3 & 5 students meeting the National Minimum Standard in **Reading** by 95%.
- Increase the Mean score from below the Nation to statistically comparable to the Nation for Years 3 & 5 in **Spelling**.
- Increase the percentage of Year 3 & 5 students meeting the National Minimum Standards in **Grammar** and **Punctuation** 95%.
- Increase the Relative Gains of all students in **Writing**.
- Develop Evidence Base Plans for students ‘at-risk’ of not reaching NMS in literacy and numeracy. EBP’s identify Year 3 & 5 students with specific strategies to equip them with essential understanding, knowledge and skills to achieve the NMS.

**Long Term:**
- Funding HOC to research and work collaboratively with all stakeholders to redefine Cambooya’s Whole School Reading framework.
- Researching and developing a sharp and narrow focus of the explicit teaching of Reading, building teacher capabilities.
- Embedding a holistic approach to fluency and comprehension, with a narrow focus on inferential comprehension.
- Introducing Literacy Reading boxes that are aligned to the Australian Curriculum to enhance curriculum delivery through individualised consolidation.
- Investing in High Performance Teams program focussing on Leadership development.
- Employing experienced Teacher-Aide to deliver Multi-Lit program.
- Purchasing ACERs online PAT licenses to drive the identification of specific areas for targeted student learning.
- Concerting productive partnerships with the Early Years team, local Kindergarten and the community to expand the relationship between agencies.
- Improving the Transition processes for both Prep and Year 6 cohorts.
- Continuing with the established partnership with Great Start Great Futures – DDSW Early Years Transition to School Evaluation Project.

**Our initiatives include**
- Building teachers repertoire of effective and pertinent strategies to improve their capability to deliver a whole school reading program that aligns with the Australian Curriculum and Explicit Instruction. *(Archer, AL & Hughes, CA - 2011 Explicit Instruction: Effective and Efficient Teaching.)*
- Analysing current data to identify core priorities to drive targeted intervention. Employ a review process of data to monitor student’s achievements, modifying and implementing essential pathways to enable students to continue to achieve their educational goals. *(Shaddock, A - 2014 Using Data to Improve Learning: A practical guide for busy teachers)*
- Accessing expert Professional Development to facilitate a classroom Observation and Feedback culture across the school.
- Providing Professional Development to Teacher-Aides to upskill and further their personal practice with core skills to facilitate concise and targeted learning episodes.
- Delivering Early Start Assessment to Prep, Year 1 and Year 2 students, analysing data to provide informed decision with intervention and support. *(Sharratt & Fullan, M - 2012 Putting Faces on the Data)*
- Continuing to actively engage with Professor Bob Perry through The Great Start Great Futures project, fostering optimal partnerships with the Early Years sector. *(Dockett, S & Perry, B - 2014 Continuity of Learning: Transition to school and school age.)*
- Procuring effective resources that are aligned with the Australian Curriculum. Resources provide whole school and individualised learning that supports, engages and motives students.
- Continuing to fund HOC release to research and develop frameworks, mentor and support data analysis.
### Our school will improve student outcomes by

- Combining a fraction of school FTE with Investing for Success to create a Head of Curriculum position 2 days per week to focus on an explicit Reading and Data framework. $22,507

- Employing Teacher-Aide to facilitate the Multi-Lit program to a targeted audience. $16,043

- Acquiring ACER online PAT licenses: PAT Reading, PAT Spelling, PAT Grammar and Punctuation and PAT Math. $1,100

- Providing to school leadership team with access to the High Performance Teams program, focussing on Leadership Team development. $5,000

- Purchasing Teachers4Teachers Reading Boxes for Year 1 to 6. These are a new initiative written to the Australian Curriculum, designed to improve Reading outcomes, with a focus on comprehension abilities. $4,400

- Continuing the HOCs position to analyse frequent systemic and internal data. Teachers and Teacher-Aides will deliver an intensive instruction based intervention and extension program to support individualised learning goals. Students will participate in Pre- and Post-testing to ascertain movement and to make appropriate adjustments.

- Work collegially with external expert, Karen Long to unpack data and develop explicit extension programs to sustain students in the Upper 2 Bands of NAPLAN.

- Continue to foster an active partnership with the local Kindergarten, Early Years team and Professor Bob Perry ensuring optimal transitions to school for children and their families is occurring. This forms the critical development and learning experiences for all children from conception to the Early Years of school by focusing on the 5 pillars to build and sustain relationships and capabilities.

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*Funding amount estimated on 2015 data. Actual funding will be determined after 2016 enrolment data are finalised.*