Under the agreement for 2015
Geebung State School will receive

$112,110*

*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 student results in:
  - English to High or Very High in Years 1 and 2 in 2014 from 32% and 33% to 40%.
  - Mathematics to High or Very High in Years 1 and 2 in 2014 from 47% and 54% to 55%.
- Increase the percentage of students meeting NAPLAN national minimum standard in Year 3 reading in 2013 from 95.9% to 100% in 2015.
- Increase the number of students in the NAPLAN upper two bands in Year 3 reading in 2013 from 45% to 50% in 2015.
- Increase the number of students in NAPLAN upper two bands in Year 3 writing in 2013 from 56.3% to 60% in 2015.
- Reduce the student populations in the lower band of all areas in NAPLAN in 2015.

Our strategy will be to

- Continue the CARS and STARS reading comprehension program and the Seven Steps to Writing Success process. This will be complemented by the introduction of coaching in the Seven Steps process. These two programs target general deficits across our whole school data sets.
- Provide professional development opportunities for all staff who deliver these programs in a variety of formats, including on and off site PD, peer mentoring amongst staff, and formal coaching sessions by leadership team members in Pedagogical Framework strategies and coaching in areas such as Seven Steps to Writing Success.
- Strengthen the “Reading Army” from parents and the broader community who can listen to children read for blocks of time each term to improve on the identified base levels our students possess utilising the Early Years Literacy Program (Bradbury, Strong, Cloonan, and Reynolds et al) and “Support a Reader” strategies to build reading skills in students whose current results would normally see them populate bottom bands in NAPLAN.
- Engage and train staff from student teachers (QUT), teacher aides (internal and external) to deliver programs such as Support a Reader/Writer/Talker and as required specifically with production of sounds and words to meet the identified needs produced from Briggance and Early Start data collection tools and the Assessment Framework data.
- Establish a before school “Reading Bin Program” whereby students and parents read with the younger children every day before school to give the younger students an opportunity to develop and older students to improve their reading skill sets.
- Develop whole school approaches in the remaining areas of Literacy such as spelling, grammar and punctuation, and phonics.
- Continue the pre-prep program established in 2013 to introduce our students and parents to school life and also up-skill students before they commence Prep.
- Develop a whole school approach to the teaching of Numeracy in 2014-2015 in consultation with regional staff and outside agencies. The focus from semester 2, 2014 will be problem solving. This will be added to with the training of a Numeracy coach as of Term 2, 2015.
- Support these initiatives with the purchase of suitable support resources such as reading materials and hands on maths resources.
- Monitor progress regularly as defined in the Assessment Framework, class data and NAPLAN data from 2015 and beyond.
• Support children who do not meet the National Minimum Standard by developing and or refining a planning/reporting process currently used for some students in the school to report on overall achievement and specific goals. Specific goals will be set, targeted, explicitly taught to and reported on if children do not achieve the standards required.

Our school will improve student outcomes by

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Developing and implementing a &quot;whole school approach&quot; to provide a continuum of literacy/numeracy support with personalised teaching and intervention that meets the needs of all students.</td>
<td>$43610</td>
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<tr>
<td>Providing professional development for Teachers of Literacy and Numeracy to further develop their capacity to work with students around their targets in literacy and numeracy (including students who require extension).</td>
<td>$12500</td>
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<tr>
<td>Developing &quot;pre-prep&quot; and early years reading support programs based on baseline data, and provide &quot;reading workshops&quot; to parents, grandparents and community members to support the development of early foundational literacy skills.</td>
<td>$5000</td>
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<tr>
<td>Building capacity of instructional leaders of the school through internal and external providers.</td>
<td>$5000</td>
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<td>Analysing data every term to improve the teaching staff’s understanding of the link between data and student achievement.</td>
<td>$15000</td>
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<tr>
<td>Implementing a whole school approach to the teaching of writing supported by appropriate staff training and resources.</td>
<td>$7500</td>
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<tr>
<td>Develop a whole school numeracy approach to provide continuity and explicit instruction process to maximise achievements for all students.</td>
<td>$7500</td>
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<tr>
<td>Maximising student attendance.</td>
<td>$1000</td>
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<tr>
<td>Developing and Purchasing resources to enable identified programs</td>
<td>$15000</td>
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</tbody>
</table>

Stephen Auer
Principal
Geebung State School

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