Under this agreement for 2014
Murphy's Creek State School will receive

$13,876*

This funding will be used to

- Increase the percentage of Year 3 students meeting the National Minimum Standard for Reading from 17% to 60%.
- Increase the percentage of Year 3 students meeting the National Minimum Standard for Numeracy from 60% to 70%
- Develop an Evidence Based Plan for those students below the National Minimum Standard and shape intention program in Reading & Numeracy.

Our strategy will be to implement continuous assessment tactics and to monitor progress to inform teaching practice in literacy and numeracy.

- Implement a continuous assessment cycle to monitor progress and to inform the teaching cycle in reading and numeracy.
- Improve teacher capability through professional development and focused feedback and the development of a formative assessment culture
- Create a culture of student, parent & teacher goal/expectation setting

Evidence
- Hattie 2012 Visible Learning for Teachers
- Archer and Hughes, Explicit Instruction-Effective and Efficient Teaching

Our school will improve student outcomes by raising student achievement expectations, develop a data driven feedback culture, provide targeted intervention and alter pedagogical approaches to support stages of development.

- Introducing a culture of Student Expectations - Involve students, parent and teacher in a Reading & Numeracy goal setting meeting in Term 1, during Term 2 teacher meets with students to review goals and to show data on progress. In Term 3 students, parents and teacher meet again using report card information to establish a revised set of goals together. During Term 4000 - $ 4000 -
4. Teacher will meet with student for individual feedback and review of goals.

- Creating an environment where formative feedback is expected and welcomed - Introduce students and teachers to regular observations & written feedback by teachers, peer and self-assessments. Teachers will take anecdotal notes on student performance and supply the student with a weekly piece of written feedback. Students will be given time to read & respond to the given feedback. The practice of Peer & Self-Assessments will become part of everyday practice.

- Teachers working with STLaN to develop Evidence Based Plans, using standardised school based data (PM, Pat), SLP reports, GO reports and AVT recommendations. Intervention lessons will follow and focus specifically on areas of need.

- Adopting a Piagetian pedagogical approach through diagnostic mapping in the area of Numeracy. Test all Prep-7 students to identify which First Steps in Maths Phase they are in, in relation to Number. The students will then be grouped into multi-age, phase specific groupings. The teacher for each Phase will focus on the skill set from that phase and keep teaching the skill set in a cyclic fashion. This will be a daily lesson of 45 minutes. Every 2 weeks a summative test, specific to that Phase will determine if the student stays in that phase or moves to the next phase.

- Having TA time to oversee 2 weekly numeracy tests marking & conferencing with each teacher in regards to student progression through the Phases based on the data collected.

- Responding Through Intervention - screen all Prep students for readiness using Early Start Prep material and use the YARC (York Assessment of Reading Comprehension) on other grades to highlight areas of specific individual need in relation to Reading. Involve targeted students in a grouping of shared need and level, for specific skills intervention for 4 hours a week. Intervention lessons planned and delivered by teachers with TA support.

- Intervention strategies will include but not be limited to small group, eLearning, using concrete materials, verbal instruction and written tasks.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
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<tr>
<td>$0</td>
<td>Funded through a variance in a current intervention program.</td>
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Lyndal Symonds  
Principal  
Murphy's Creek State School

*Based on 2013 data. To be updated when 2014 enrolment data is finalised.