Under this agreement for 2014
Forest Hill State School will receive $37,718

This funding will be used to

- Diagnose learning difficulties for students who are below National Minimum Standard in Literacy and Numeracy using DDSW Regional Diagnostic Tools and Benchmarks.
- Develop a learning plan addressing these learning difficulties for students who are below the National Minimum Standards in consultation with parents/carers.
- Improve teacher capability through focused coaching and professional development to improve student performance in literacy.
- Increase the percentage of students meeting NAPLAN NMS in spelling from 88% to 95% in Year 3.
- Increase the percentage of students in the NAPLAN upper two bands in reading from 29% to 35% within two years in Year 3.
- Increase the number of students meeting the NAPLAN NMS for reading from 94% to 96% in Year 3.

Our strategy will be to

- Review student performance data fortnightly to monitor student progress and inform teaching practice.
- Develop a set of short, medium and long term goals and a fortnightly cycle of review that provides opportunities for analysis of data and outcomes and a review of strategies.
- Evidence for improvement will be based on research by;
  Sharratt, L & Fullan, M – Putting Faces on The Data, Corwin Publication, 2012
  Stuart S. Yeh – The Cost-effectiveness of 22 Approaches for Raising Student Achievement, IAP, 2011
  First Steps Reading Resource Book- (Department of Education, W.A. 1997)
  Blakemore, C & Ramirez, B - Literacy Centres for the Early Years Classroom

Our school will improve student outcomes by

- Purchase additional leveled reading books and PatR diagnostic tool to support monitoring of student learning in Prep to Year 3 $3 000
- Engaging literacy support teachers to work with small groups of targeted students in Year 1 to 3, providing reading intervention $9 718
- Create a professional development program for teachers in data analysis that supports individual teachers to build their capacity $5 000
- Developing an ongoing cycle of data collection and monitoring of individual student progress across all year levels to inform teaching practice $3 000
- Employing a literacy coach, to build teacher capacity in explicit teaching practices of reading and spelling in the early years $17 000

Brooke Pickett
Principal
Forest Hill State School
*Based on 2013 data. To be updated when 2014 enrolment data is finalised.

Dr Jim Watterston
Director-General