**Under this agreement for 2016**

**Woodridge North State School will receive**  

$382,900*

### This funding will be used to

- Release key personnel to deliver high-yield strategies through targeted intervention programs to achieve improved reading, writing and numeracy outcomes for students from Years P-6.
- Purchase additional teaching staff to provide classroom programs which differentiate according to the individual needs of students. Key focus on Years 3/5 in Semester 1, Years 2/4 in Semester 2.
- Purchase additional teaching staff to provide release time so teaching teams can discuss, analyse and use data effectively for learning, teaching and developing a skilled, capable and cohesive workforce. Shared understanding of School Improvement Agenda focus areas – L&N, HOT, Attendance, SEL, ECEC.
- Provide resources such as Read/Write Inc., Prep Start and both external “Choose Maths” and internal expert personnel to work with teachers and students in class to ensure the effective implementation of whole school reading, mathematics and writing programs.
  - By December 2016, 100% of students who do not have a learning support plan, will be at or above NMS.
  - By December 2016, 20% of students who do not have a learning support plan, will be in the U2Bs in reading and mathematics.
- Purchase additional personnel and access specific support services to work with students who have high level needs in terms of their own social-emotional well-being and to support their families where possible.

### Our initiatives include

- Tracking student achievement using diagnostic, formative and summative assessment as per our Curriculum, Assessment and Reporting Plan, including pre and post testing with research-based initiatives.
- Collecting and analysing data and using it as a guide to making judgments and for differentiated learning programs, including specific strategies to increase the % of students in the U2Bs.
- Utilise Master Teacher to continue embedding Maths program across the school and to provide in-class coaching and professional development to develop capacity of teachers in teaching Maths.
- Continue to use Early Start at the end of P-2 to obtain longitudinal data and Brigance at the beginning of the Prep year.
- Establishing an Early Years Neighbourhood Group and the use of the Community Hub and Abecedarian approach to engage with parents of children prior to Prep to build connections and to increase understanding of how to support the literacy and numeracy development of young children.
- Continue to use the beginning teacher mentor program to build capabilities of beginning teachers through personalised professional development based on individual needs. Development of ICPs for students operating two years above or below their age cohort. Use of additional personnel to provide both in-class and small group support to ensure these students are being challenged at appropriate levels.
- Improving attendance of students by continuing current ‘connecting with parents’ strategies and introducing a mentor approach where each school leader ‘adopts’ a student with poor attendance and touches base with them daily to establish a positive relationship conducive of increased attendance.

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*Funding amount estimated on 2015 data. Actual funding will be determined after 2016 enrolment data are finalised.*
Our school will improve student outcomes by

- Contribution towards the purchase of additional teachers to support intensive, high-yield literacy/numeracy/writing teaching strategies and to release key teachers to support key curriculum support roles. $164,309
- Purchase of additional SLP 0.2 to support Prep Start oracy/literacy program. $18,700
- Purchase of additional teacher to support transitions to Prep and early education and care initiatives through the Community Hub and the establishment of the EC Neighbourhood Group. $75,000
- Purchase of additional teacher time to support LOTE/cultural studies program that is matched to the cultural diversity of this school community. $40,730
- Purchase of key teacher to support the embedding of reading and writing research-based strategies aimed at improving the % of students in the U2Bs and the % of students above NMS. $75,000
- Purchase of additional teacher to support the social emotional well-being of students and as a key liaison person to work with parents from a range of cultural backgrounds. $75,000

Total Expenditure for 2016 (includes carry forward of $55,839) $438,739

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