Under the agreement for 2015
Churchill State School will receive

$94,500*

*Estimated on 2014 data. Actual funding will be determined after 2015 enrolment data is finalised.

This funding will be used to

- Support all eligible students in Years 3 and 5 to achieve the NMS as reflected in NAPLAN testing.
- Increase the percentage of students achieving a ‘C’ standard or above in Mathematics in Prep to Year 6 to 70%.
- Increase the percentage of students achieving a ‘C’ standard or above in English across Prep to Year 6 to 70%.
- Support each student at risk of not achieving NMS (as reflected in internal school data) with tailored support programs and particular emphasis in years P-3.

Our strategy will be to

- Implement a coaching model to increase teacher expertise and knowledge in Explicit Instruction enabling a sharper and more effective delivery of classroom curriculum across the school. This coaching model will include: formal coaching and mentoring, peer and collegial support and feedback and collective planning, moderation and reflection time.
- Use the school’s Internal Monitoring data collection tool to provide essential current and past data on every student. Administration, teachers and support staff will interrogate student data collected in line with the school assessment framework to ensure work content and related support are aligned with individual need. Identified support measures would include: support from specialised teachers and teacher aides, targeted resources based on needs, tailored programs for individuals or groups, flexible learning spaces for withdrawal of targeted students and additional support to our allocated Learning Support programs.
- Establish a professional learning community of school leaders or teachers (from cluster or 'like' schools) to share and evaluate strategies and their impact.

Research base:
Archer, AL and Hughes, CA 2011 Explicit instruction: Effective and Efficient Teaching Guildford Press, NY.

Our school will improve student outcomes by

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>COST</th>
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<tbody>
<tr>
<td>Employ a speech language pathologist 0.2 (Term 1) to assess all teacher-referred students, develop structured oral language programs for implementation teacher aides, train teacher aides and parents and monitor student progress.</td>
<td>$4,052</td>
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<tr>
<td>Provide TRS to enable teaching teams to engage in collaborative data inquiry, action learning, planning, classroom visits and professional conversations.</td>
<td>$35,000</td>
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<td>Purchase standardised school wide standardised and diagnostic assessment tools.</td>
<td>$3,000</td>
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<td>Purchase of resources to enhance student engagement and support differentiated practice.</td>
<td>$20,448</td>
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<tr>
<td>Purchase of additional ST:LAN to identify student learning difficulties through data analysis and differentiated program development and provide literacy and numeracy coaching to teachers.</td>
<td>$32,000</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$94,500</strong></td>
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</tbody>
</table>

Kelli Harvey
Principal
Churchill State School

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