Under this agreement for 2014
Forsayth State School will receive $5,000

This funding will be used to

- Guarantee that every student will either:
  - Achieve NMS in literacy and numeracy for their year level or
  - Have an evidence based learning plan in place to address their specific learning needs.

- 2014 Outcome Goals:
  - In reading:
    - From 90% in 2013 to 100% of students in Year 3, 5, and 7 will reach NMS
    - From 80% in 2013 to 100% of students in Year 7 will be U2B for reading.
    - From 75% in 2013 to 100% of students in Year 5 and 7 will reach MSS.
    - From 90% in 2013 to 90% of year 1 students reading at PM Level 19 by the end of 2014
    - From 95% in 2013 to 100% of Year 2 students reading at PM Level 23 by the end of 2014
    - From 80% in 2013 to 100% of all students to achieve in stanine 4-6 in PAT-R
  - In writing:
    - From 98% in 2013 to 100% of students in Year 5 and 7 will achieve NMS.
    - From 80% in 2013 to 100% of Year 5 and 7 students will achieve MSS.
    - From 80% in 2013 to 100% Year 7 achieve U2B.
  - In numeracy:
    - From 95% in 2013 to 100% of students in Year 3, 5 and 7 will achieve NMS.
    - From 80% in 2013 to 100% of students in Year 5 and 7 will achieve MSS.
    - From 66% in 2013 to 100% of Year 5 and 7 students achieve U2B.
    - From 80% in 2013 to 100% of all students to achieve in stanine 4-6 in PAT-M

- 2015 Outcome Goals:
  - In reading:
    - 100% of students in Year 3 and 5 will reach NMS.
    - 100% of students in Year 3 and 5 will reach MSS.
    - 90% of prep students reading at PM Level 9 by the end of 2015
  - In writing:
    - 100% of student in Year 3, 5 and 7 will achieve NMS.
    - 100% of Year 5 and 7 students will achieve MSS.
  - In numeracy:
    - 100% of students in Year 3 and 5 will achieve NMS.
    - 100% of students in Year 3 and 5 will achieve MSS.
Great Results Guarantee

Our strategy will be to

- Work with Early Years teachers and teacher aides to develop their capability and capacity to teach foundation literacy knowledge and skills using Explicit Direct Instruction (Hollingsworth and Ybarra)
- Develop an ongoing cycle of data collection and monitoring to track individual student progress.
- Providing professional development for teachers, support teacher aides and classroom teacher aides, in Literacy and Numeracy, to further develop their capacity to work with students who require targeted and intensive literacy and numeracy teaching. (Archer & Hughes)
- Implement a whole school approach to the teaching of writing supported by appropriate staff training and resources.
- Implement daily guided/shared/modelled reading. Use reciprocal reading for students to apply their reading knowledge and skills.

Our school will improve student outcomes by

<table>
<thead>
<tr>
<th>Human Resources</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capability Development Programs to build teacher and teacher aide capacity to explicitly teach literacy and numeracy skills.</td>
<td>$1700</td>
</tr>
<tr>
<td>o Anita Archer Conference – FNQ Explicit Instruction 06.04.14</td>
<td>$1000</td>
</tr>
<tr>
<td>o PD for teachers and teacher aides</td>
<td>$1210</td>
</tr>
<tr>
<td>o Allocate extra casual teacher aide hours to facilitate learning support.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Resources</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROBE Reading Comprehension Assessment Kit</td>
<td>$400</td>
</tr>
<tr>
<td>7 Steps to Writing: Complete kit</td>
<td>$690</td>
</tr>
</tbody>
</table>

Signature

Hailey Riley
Principal
Forsayth State School

Dr Jim Watterston
Director-General

Great state. Great opportunity.