Under the agreement for 2015
Tent Hill Lower State School will receive

$12,680*

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

**This funding will be used to**

- Increase the number of Year 3 students meeting NMS or above in Mathematics from 80% to 90% in 2015.
- Increase the percentage of students (Years 1-6) achieving a 'C' standard or above in Mathematics from 64% to 75% by the end of 2015.
- Raise the number of students in Year 3 and 5 achieving the Upper 2 bands in Mathematics on NAPLAN, from 20% to 35% in 2015.
- Increase the number of students in Years 1-6 meeting the Regional Benchmarks in Reading from 80% to 90% by the end of 2015.
- Raise the number of students in Year 3 and 5 achieving in the Upper 2 bands in Reading on NAPLAN, from 24% to 35% by 2016. *(Continued from previous 2014 GRG)*

**Our strategy will be to**

- Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards in Reading and Numeracy.
- Provide extension activities in Mathematics for identified students to increase the percentage reaching the Upper 2 bands in NAPLAN.
- Provide professional development and coaching to ensure teachers are able to deconstruct the Australian Curriculum mathematics content and provide targeted and scaffolded instruction to secure highly effective first teaching of essential mathematical concepts and skills in every classroom.
- Develop collaborative data inquiry processes to build teachers’ ability to interpret data, identify and scale-up effective teaching practices and differentiation.
- Provide professional development and support for teacher aides to consolidate student learning in numeracy and literacy.
- Provide education and support for parents of Pre-prep students to enhance the development of oral language and early literacy and numeracy skills.

**Evidence**

- Archer, AL and Hughes, CA 2011 *Explicit instruction: Effective and Efficient Teaching* Guildford Press, NY.
- Fountas,I. and Pinnell,G.S; *Leveled Literacy Intervention*.
Our school will improve student outcomes by

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Investing in technology, digital resources and services, including iPads and online learning registrations for students in the areas of Mathematics and Reading including:</td>
<td>$7759.00</td>
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<tr>
<td>- IMPACT Numeracy project online registrations and equipment</td>
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<tr>
<td>- Reading Eggs subscription for all students</td>
<td></td>
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<tr>
<td>- Mini iPads for classroom use with Mathematics apps</td>
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<tr>
<td>Purchasing targeted literacy and numeracy classroom resources.</td>
<td>$1796.00</td>
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<tr>
<td>Purchasing additional teacher aide time to work with small groups of students for the purpose of providing intensive instruction based on identified goals and teaching strategies.</td>
<td>$2100.00</td>
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<tr>
<td>Commencing a school Playgroup for the purpose of providing opportunities for Pre-prep students and their families, to access educational information around early literacy and numeracy.</td>
<td>$200.00</td>
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<tr>
<td>Attending professional development to build capacity of teachers in teaching mathematics, with a focus on highly effective pedagogies.</td>
<td>$825.00</td>
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<td>Enabling teachers to engage in collaborative data inquiry and action learning, to fine tune pedagogies in the teaching of Mathematics and develop a consistent whole school approach.</td>
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<tr>
<td>Developing an evidenced based plan/ or Individual curriculum plan for students who are ‘at risk’ of not meeting NMS in Mathematics and Reading.</td>
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Janelle Kowitz  
Principal  
Tent Hill Lower State School

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