Under this agreement for 2014
Tent Hill Lower State School will receive $13,216

This funding will be used to

- Guarantee that our school will
  - Increase the number of Year 3 students meeting NMS in Reading from 77% to 85% in 2014.
  - Increase the number of Year 2 students meeting Regional Benchmarks in Reading from 50% to 80% by the end of 2014.
  - Raise the number of students in Year 3 and 5 in the Upper 2 bands in NAPLAN by 2016 from 24% to 35%.
  - Develop an evidenced based plan for every student identified as at risk of not reaching National Minimum Standard in Literacy to address their specific learning needs.
  - Improve teacher capabilities through developing an evidenced based whole school approach to the teaching of reading by accessing professional development and focused feedback to achieve improved student outcomes.

Our strategy will be to

- Develop and use a whole school process of identifying student’s current achievement level, determining the future learning needs, and teaching to these needs, monitoring on a five weekly cycle, and reassessing the effectiveness, to improve student achievement levels in Reading.
- Use the ‘Big 6’ as the basis of the school’s reading program. All elements of the Big 6 are taught explicitly and are part of daily consolidations.
- Build and enhance teacher capacity in Explicit Teaching through PD, coaching and mentoring.

Evidence:
- Archer, Anita, Hugh, Charles; Explicit Instruction, Effective and Efficient teaching, Guilford Press 2011.
- Konza, Deslea, Understanding the reading process (The Big 6), Faculty of Education and Arts, Edith Cowen University, Western Australia http://www.decd.sa.gov.au/literacy/files/links/link_157541.pdf
- Fountas, I. and Pinnell, G.S; Leveled Literacy Intervention.

Our school will improve student outcomes by

- Organising release time for a teacher to co-ordinate, teach, monitor, analyse data of intervention programs. (DDSW Yr 3 Project 600, Literacy Learning Intervention program) $4051.00
Great Results Guarantee

- Purchasing additional teacher aide time to work with small groups of students in Reading for the purpose of providing intensive instruction based on the identified goals and teaching strategies. **$5000.00**
- Developing a school based "5 weekly cycle of review" including data collection and analysis and build teacher capacity to develop teaching strategies to suit. Liaise and work with Pedagogical coach.
- Auditing the teaching of reading against the 'Big 6' strategy. Develop a whole school approach to the teaching of reading.
- Utilising existing staff to coach and mentor each other to ensure all aspects are taught.
- Creating a whole school reading plan to document the process.
- Implementing Prep Early Start material to establish base line data and develop EBP plans supported by STLaN.
- Building the capacity of Early Years teacher to effectively plan and implement evidence-based programs and strategies which specifically target the development of reading, through coaching, feedback and professional development. Work with Pedagogical Coach and Principal.
- Using school-based and systemic data to develop Individual Learning Plans and Evidenced Based Learning Plans that include individual learning goals and focus on areas of improvement. (Supported by STLaN and SET teacher).
- Building teacher capacity in explicit teaching and consolidations through coaching and PD. (DDSW Anita Archer conference registrations for 4 teachers.) **$560.00**
- Purchasing of resources to support above initiatives:
  - 7x Year 3 student registrations for DDSW Project 600 to improve reading comprehension ($105.00).
  - Fountas and Pinnell Leveled Literacy Intervention program (Blue Box) to be used for intensive reading instruction with small groups of students who are at risk of not meeting Regional Benchmarks or NMS. ($3500). **$3,605.00**

Janelle Kowitz  
Principal  
Tent Hill Lower State School

Dr Jim Watterston  
Director-General

*Based on 2013 data. To be updated when 2014 enrolment data is finalised.