

BETTER SCHOOLS AGREEMENT FOR 2016

West Lakes Shore School R-7 will receive

\$34 578

This funding is intended to contribute to:

- Improving the student achievement levels of year 4 and 5 students, individually identified as performing below the recommended DECD standard of Education Achievement in literacy (primarily reading) and numeracy, but not identified as students with a disability under DECD criteria.

Our analysis of 2015 data revealed that:

- Of our current year 4 cohort 62% reached the recommended DECD standard in PAT Maths and 73% in PAT Reading.
- Of our current year 5 cohort 66% reached the recommended DECD standard in PAT Maths and 70% in PAT reading.
- NAPLAN results for the current year 4 students showed 97% at the DECD national minimum standard or above for Reading and 84 % for Numeracy.
- In Australian Curriculum A-E standards our Year 5 students had 91% at C or above in English and 79% at C or above in Maths.
- Our current year 4 students in AC A-E had 91% at C or above in English and 88% C or above in Maths.

Analysis of individual student data shows us that there is a group of students in year 4 and 5 who have not demonstrated the expected growth when assessed against PAT, Running Records and A.C. Standards.

- *State which areas of improvement, identified through self-review and External School Review (where applicable) and aligned to the Site Improvement Plan, that the school will be using the funding for.*
 - Improving students' abilities in understanding and applying comprehension skills. – Literacy
 - Improving student automaticity in understanding and applying basic number facts. – Numeracy
- *Schools are encouraged to set specific targets for school improvement in collaboration with their Education Director.*
 - 85% meet the DECD SEA in PAT-R Comp
 - 90% achieve AC levels at C or better in English
 - 85% meet the DECD SEA in PAT Maths
 - 90% achieve AC levels at C or better in Maths
- Our strategy will be to: support the development of the identified group of year 4 and 5 students in Literacy and Numeracy through the provision of 2 specialist teachers to work with these groups of up to 14 students for 4 sessions for literacy and maths every week. The group is also supported with an SSO. These teachers have developed individual

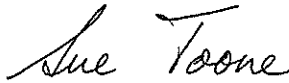
learning programs for each of these students in literacy and numeracy, focussing on their specific learning needs with clear targets for each student.

We have identified this as a very successful strategy based on the data we gathered from using a similar strategy in 2014 and 2015 which showed significant individual growth for such students. This growth was in student achievement but also significant improvement in behaviour and engagement, particularly their dispositions towards their own capacity to learn in maths especially. Our data also demonstrated that the performance of other mainstream students increased through the reduced class numbers and better targeted levels of teaching for these students.

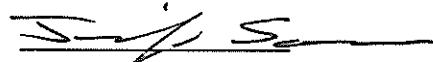
This funding does not fully meet the costs of this program; we are contributing additional funding from our site budget.

A description of the planning and monitoring associated with these strategies will be included in the 2016 School Annual Report.

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18/03/2016
PRINCIPAL
Date:



XXXXX
EDUCATION DIRECTOR
Date: