Under this agreement for 2014
Texas P-10 State School will receive $166,000

This funding will be used to

- Guarantee that every student will either:
  - Achieve the National Minimum Standards in Literacy and Numeracy for their year level; or
  - Have an evidence-based learning plan in place to address their specific learning needs.
- Improve the Literacy Engagement and Participation rate at all Texas Early Childhood centres.
- Increase the % of Prep students achieving PM Level 5 in reading from 17% to 30% by 2014.
- Maintain the % of Year 3 Students meeting NMS in reading from 85.7% to 75% with cohort complexities.
- Increase the % of Year 5 Students in the U2B (Upper 2 Bands) in Reading from 21.1% to 33% by 2014.
- Increase the % of Year 9 Students in the U2B in Reading from 16.7% to 18.2% by 2014.
- Increase the % of Years 1 to 7 Students at Stanine 5 or greater in Pat Maths from 30.8% to 49.6% by 2014.
- Improve school-wide attendance from 90.3% to 92% by 2014.
- Build Teacher Capacity in the area of Reading and Coaching and Feedback by 2015.

Our strategy will be to

- Improve standards of Reading Competence of students entering Texas P-10 State School at Prep Level (see: Rowe (2005)p31; and Texas P-10 SS Early Start data 2013).
- Use a continuous process in Reading to assess students’ current performance; teach to the needs of students; and reassess students to monitor improvement in each of the 6 sub-strands of reading (see: Archer and Hughes (2011)pp2-3; Konza (2011)p1-8 (in association with DECS – SA); Bayetto (2013) The Big 6 of Reading; and National Reading Panel (US-NICHHD,(2006))).
- Implement a data strategy that is focused on sustained improvement; which is appropriate to the focus area; and easily and consistently applied school-wide to monitor student progress and achievement (see: Archer and Hughes (2011)pp2-3; Goeke (2009) pp20-28; and Texas P-10 SS Data Policy (2013)).
- Establish high expectations to maximize student attendance and to receive effective and engaging instruction in every lesson (see: Hollingsworth & Ybarra (2009) pp1-14; Lemov (2010) pp27-56; Teach like a champion; Hattie (2003) Teachers make a difference pp1-17; and Texas P-10 SS Attendance Policy (2013)).
- Build teacher capability in explicit instruction of Reading and consolidate this capacity in coaching and feedback (see: Fullan (2006) pp2-32; Texas P-10 SS Explicit Instruction Overview (2012); and Texas P-10 SS Learning Walks Policy (2012)).

Great state. Great opportunity.
Our school will improve student outcomes by

- Introducing **Support-A-Talker and P-MAP** into the Texas Kindy, Texas Day Care and Texas Playgroup to develop pre-Prep literacy programs

- Using on-entry to Prep **Early Start** to provide student base-line data on areas of improvement with targeted learning goals in Literacy and Numeracy and the introduction of **Support-A-Talker** for oral language development

- Developing and implementing a whole-school approach to reading improvement that includes the review of the **Texas Explicit Reading Program**, re-introduction of **Parent and Volunteer Ready Readers**; the introduction of STRIVE; participation in **Project 600** for identified Year 3 students; the introduction of PreLit, MiniLit and MultiLit reading programs and **Intensive MultiLit Reading** workshops with personalized teaching and intervention that meets the needs of all students (especially those in Years Prep to 3, 5 & 9)

- Developing and implementing the **Intensive Numeracy Initiatives EMM and JEMM** to support learners with numeracy difficulties

- Providing **Professional Development** for support staff (Literacy and Numeracy) to further develop their capacity to work with students who require targeted and **Intensive Literacy and Numeracy** teaching

- Regularly monitoring student data in accordance with the **Texas Data Policy** which includes **Regional Benchmarking, PAT Testing and Online Student Testing**

- Regularly monitoring student data by providing teachers with specified extra **Non-Contact Periods** for Data; Coaching and Feedback; and Curriculum to ensure student progress is adjusted in daily practice

- Promoting **High Expectation Attendance** and rewarding students who achieve 98.5% or greater

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<table>
<thead>
<tr>
<th>Ref #</th>
<th>School Improvement Area</th>
<th>Programming Outline</th>
<th>Cost</th>
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<tr>
<td>1</td>
<td>Community – Prior to School 0-5yrs</td>
<td>Language Development</td>
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<td>2</td>
<td>Prep Year and pre-Prep Centres</td>
<td>Early Start and PM Benchmarking</td>
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<td>3</td>
<td>Prep Yr to Yr 10 Reading</td>
<td>Ready Readers, STRIVE, MultiLit and Teaching Capacity</td>
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<td>Prep Yr to Yr 7 Numeracy</td>
<td>EMM and JEMM and Teaching Capacity</td>
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<td>5</td>
<td>Prep Yr to Yr 10 Literacy and Numeracy</td>
<td>Student Assessment and Monitoring</td>
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<td>6</td>
<td>Prep Yr to Yr 10 Literacy and Numeracy</td>
<td>Teacher Capability Development</td>
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<td>7</td>
<td>Prep Yr to Yr 10 Attendance</td>
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<td></td>
<td><strong>Totals:</strong></td>
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Mike Townsend  
Principal  
Texas P-10 State School

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