Under the agreement for 2015
Shailer Park State High School will receive

$224,091*

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

This funding will be used to

As a school community, we have identified three targeted areas after assessing school data and priorities. These three areas are:

- Reading
- Writing
- Attendance

Targets

Reading

- Increase Yr 9 NAPLAN school mean to 560
- Increase Upper 2 Bands from 9.1% to 15% (18% by 2017)
- Increase number of students at/above NMS from 83.5% to 92% (95% by 2017)
- Establish Yr 7 NAPLAN school mean above like schools
- Establish Upper 2 Bands at or above 15%
- Establish number of students at/above NMS above 92%

Writing

- Increase Yr 9 NAPLAN school mean to 560
- Increase Upper 2 Bands from 3.3% to 12% (18% by 2017)
- Increase number of students at/above NMS from 54.2% to 80% (87% by 2017)
- Establish Yr 7 NAPLAN school mean at like schools
- Establish Upper 2 Bands at or above 12%
- Establish number of students at/above NMS above 85%

Attendance

Increase attendance from 89% to 92%

Our strategy will be to

Engaging world authority, Dr David Rose, to in-service ALL school staff in his acclaimed Reading-to-Learn program

- Utilise leading, proven strategies to engage students in Dr Rose’s proven process involving:
  - Preparing for Reading
  - Detailed Reading
  - Sentence Making
  - Joint Construction
  - Joint Re-writing
  - Spelling
  - Independent Writing
  - Individual Re-writing
Sentence Writing

Employ a Reading & Writing Coach to:
- Assess all students using short, medium and long-cycle data to identify students and categories of need
- Coordinate intervention & enhancement programs to target students at different levels
- Develop and lead process to implement a Literacy Program at the beginning of every English lesson in Yrs 7-9
- Design, lead and coordinate a Decoding Program for targeted students
- Coordinate, collect, monitor and evaluate weekly “Writing-on-Demand” samples
- Work with regional personnel to enhance school capacity in utilising Reading data for success
- Engage directly with HODs and teachers to up-skill in prime strategies for the improvement of reading
- Develop, lead and monitor a school-wide approach for the teaching of spelling

Employ a Community Engagement Officer to:
- Collect, monitor and assess Attendance data in close consultation with the school's administration
- Seek out best practice in the improvement of school attendance and adopt key strategies
- Form relationships with families and students at risk of poor attendance
- Develop positive relationships with all students and actively promote a “100% attendance” message
- Communicate weekly with the school community to promote attendance and its benefits
- Become a communication centre regarding student attendance, family issues and community support
- Be aware, daily, of students in attendance and those not in attendance and develop strategies to deal with non-attendance according to categories of need
- Work closely with Student Support team

Engage Cellfield Reading Services to:
- Identify students with significant decoding and reading comprehension issues
- Work actively with students identified as having significant reading issues to give students fundamental decoding and word identification skills
- Monitor student progress and report to school
- Support students after initial intervention to integrate learning from the program into reading comprehension generally
- Work closely with teachers to ensure support of the program with classroom programs

Purchase Wide Reading materials
- Purchase reading books, magazines and other materials to support Reading for Pleasure program

Our school will improve student outcomes by

- Engage Dr David Rose to in-service staff in the Reading-to-Learn program over 8 individualised sessions to improve student outcomes in Reading & Writing
- Support Materials for Reading-to-Learn program
- Teacher Relief Scheme (TRS) to release teachers to undertake Reading-to-Learn training
- Employ Reading & Writing Coach as 0.5 Head of Department

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage Dr David Rose</td>
<td>$32,000</td>
</tr>
<tr>
<td>Support Materials for Reading-to-Learn program</td>
<td>$6000</td>
</tr>
<tr>
<td>Teacher Relief Scheme (TRS) to release teachers to undertake Reading-to-Learn training</td>
<td>$61,000</td>
</tr>
<tr>
<td>Employ Reading &amp; Writing Coach as 0.5 Head of Department</td>
<td>$70,000</td>
</tr>
<tr>
<td>Initiative</td>
<td>Cost</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Employ Community Engagement Officer to assist in strategies to improve attendance</td>
<td>$30,000</td>
</tr>
<tr>
<td>Engage Cellfield Reading program to support students with Decoding &amp; Reading comprehension</td>
<td>$20,000</td>
</tr>
<tr>
<td>Reading materials to support Wide Reading program including books, magazines and other motivating reading resources</td>
<td>$5091</td>
</tr>
</tbody>
</table>

Troy Ascott  
Principal  
Shailer Park State High School

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