

# Investing for Success

Under this agreement for 2019

Wonga Beach State School will receive

**\$50,068**

This funding will be used to

Targets	Measures
<p>Improve Reading and Spelling by providing focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level English achievement standards.</p>	<p><b>Baseline/endpoint:</b></p> <ul style="list-style-type: none"> <li>○ English %C or better Year 1, Semester 2 (2018)</li> <li>○ English %C or better Year 2, Semester 2 (2019)</li> <li>○ English %C or better Year 3, Semester 2 (2020)</li> <li>○ Year 3 National Assessment Program – Literacy and Numeracy (NAPLAN) Reading National Minimum Standard (NMS) data (2020).</li> </ul> <p><b>Comparison:</b></p> <ul style="list-style-type: none"> <li>○ English A–E and NAPLAN Reading NMS data from Similar Queensland State Schools (SQSS).</li> </ul> <p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>○ Teacher planning documents and lesson observations</li> <li>● Student feedback and work samples</li> <li>○ English A–C data</li> <li>● learning progressions/developmental maps, for example, P-10 Literacy continuum, Bandscales State Schools</li> <li>● Early Start</li> </ul>
<p>Provide targeted professional development and coaching to deepen teachers' understandings of the Australian English Curriculum and identifying the reading and writing demands of the Australian Curriculum learning areas and subject in Curriculum into the Classroom (C2C) units of work</p>	<p><b>Baseline/endpoint:</b></p> <ul style="list-style-type: none"> <li>● <b>2019: English LOA 85%-90%</b></li> <li>● Results in extension programs that align with the Australian Curriculum (offered both internally and externally)</li> </ul> <p><b>Comparison:</b></p> <ul style="list-style-type: none"> <li>● Early Start Data analysis (P-2)</li> <li>● Moderated writing tasks each term</li> <li>● NMS R yr 3 and yr 5 100%/W yr 3 and yr 5 100% Upper 2 Bands (U2B) Reading yr 3 60% and yr 5 50%/W yr 3 80% and yr 5 50%.</li> </ul> <p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>○ Staff feedback on relevance and impact of professional learning</li> <li>● Teachers reaching identified goals on Performance Plan through coaching and feedback</li> <li>● Unit plans show alignment to the Australian Curriculum</li> <li>● Participation in professional development &amp; the learnings applied to classroom settings</li> </ul>
<p>Establish culturally responsive school case-management approaches to students' reading and Spelling achievement by following set processes and using a variety of data</p>	<p><b>Baseline/endpoint:</b></p> <ul style="list-style-type: none"> <li>○ P–10 Literacy continuum: Semester 2, 2018 to Semester 2, 2019</li> <li>○ English A–E, Semester 2, 2018 to Semester 2, 2019 as per Individual Curriculum Plan</li> <li>○ Norm-referenced diagnostic assessments Semester 2, 2018 to Semester 2, 2019.</li> </ul> <p><b>Comparison:</b></p> <ul style="list-style-type: none"> <li>○ Distance travelled compared historically (by student) for same length of teaching time (1 year)</li> <li>● Reading age/chronological age comparison learning</li> <li>● progressions/developmental maps</li> <li>● student responses</li> </ul>

\* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.





	<p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>• ICPs reviewed and adjusted as required at the conclusion of each semester</li> <li>• Early Start Data analysis (P-2)</li> <li>○ Student engagement and behaviour monitored as new teaching strategies applied</li> <li>○ P – 10 Literacy continuum monitoring</li> <li>○ Case management records</li> </ul>
--	--

### Our initiatives include

Initiative	Evidence Base
1. Provide intensive intervention programs to identified lower students, to meet their own SMART goals in Reading and Spelling.	<ul style="list-style-type: none"> <li>• 'Independent review of the teaching of early reading', Rose, 2006.</li> <li>• Walpole, S &amp; McKenna, M 2017 <i>How to Plan Differentiated Reading Instruction</i>, New York, The Guildford Press.</li> </ul>
2. Provide targeted professional development and coaching to deepen teachers' understandings of the Australian Curriculum with emphasis on Spelling and Reading.	<ul style="list-style-type: none"> <li>• Archer, AL and Hughes, CA 2011 <i>Explicit instruction: Effective and Efficient Teaching</i> Guildford Press, NY.</li> <li>• Timperley, H 2011 <i>Using student data for professional learning: focusing on student outcomes to identify teachers' needs</i> (online). <a href="http://www.education.vic.gov.au/Documents/about/research/timperleyassessment.pdf">http://www.education.vic.gov.au/Documents/about/research/timperleyassessment.pdf</a> [accessed 30 September 2015].</li> </ul>
3. Build teacher capability in gathering and using evidence to determine the different year-level curriculum some students require and to develop and successfully implement challenging but achievable Individual Curriculum Plans and ensure inclusive practices.	<ul style="list-style-type: none"> <li>• Sharratt, L, &amp; Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, USA</li> <li>• Timperley, H and Parr, J 2004 <i>Using evidence in teaching practice: Implications for professional learning</i> Hodder, Moa, Beckett, Auckland.</li> <li>• Tomlinson, C 2004 <i>Differentiation for Gifted and Talented Students</i>, Sage Publications, UK.</li> </ul>

### Our school will improve student outcomes by

Actions: 1	Cost
5-weekly data cycles and fortnightly monitoring of SMART goals to inform teaching	\$ 0
Purchase additional teacher aide time to provide intensive learning support to identified students, under guidance of Support Teacher Term 1: Week 4 to Term 4: Week 9.	\$18 020
Provide support for Reading Club before school	\$6 000
Early Start testing across Prep to Year 2 to inform teaching, learning and resourcing, and to track progress	\$4 000

Actions: 2	Cost
Purchase teacher release to work with HOC and Coach	\$4 000
Collaborative differentiation/data/planning meetings with Teachers and HOC each term [1/2 day each term X 4] =8 [Partly funded by School Professional Development (PD) funds]	\$3 000
Focus on coaching and feedback for explicit Spelling and Writing lessons in Years P - 6	\$2 548

\* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



Actions: 3	Cost
Additional Speech Language support for IEALD and students needing SPL. Develop an intensive oral language program with the SPL for use in Prep and Year 1	\$10 000
5 weekly case management meetings	\$ 0
Provide time and support for the development of ICP's and support plans	\$2 500



**Tracy Mussap**  
Principal  
Wonga Beach State School



**Tony Cook**  
Director-General  
Department of Education

\* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.

