

# Investing for Success

Under this agreement for 2021

Wonga Beach State School will receive

**\$57,000\***

## This funding will be used to

Targets	Measures
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><b>Baseline/endpoint:</b></p> <ul style="list-style-type: none"> <li>English %C or better Year 1, Semester 2 (2020)</li> <li>English %C or better Year 2, Semester 2 (2020)</li> <li>English %C or better Year 3, Semester 2 (2020)</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, <u>P-10 Literacy continuum</u>, <u>Bandscales State Schools</u></li> <li><u>Early Start</u></li> </ul>
Establish culturally responsive school case-management approaches to students' reading and Spelling achievement by following set processes and using a variety of data	<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> <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
Provide intensive intervention programs to identified 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>
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
Purchase additional teacher aide time to provide multi age and intensive support for Reading and Spelling	\$40 000
Early Start testing across Prep to Year 2 to inform teaching, learning and resourcing, and to track progress	\$ 2 000
Actions: 2	
Purchase teacher release to work with HOC and Coach to develop teacher capability	\$ 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]	\$ 0
Focus on coaching and feedback for explicit Reading and Spelling lessons in Years P - 6	\$ 0
Actions: 3	
Additional Speech Language support for whole class, small group and individual students to support the improvement of Reading and spelling Develop an intensive oral language program with the SPL for group use in Prep, Year 1 and year 2	\$11 000
Student management meetings with class teachers, Speech Pathologist, Guidance Officer and HOSES	\$ 0



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