

Investing for Success

**Under this agreement for 2018
Wynnum West State School will receive**

\$194,926*

This funding will be used to

- Achieve the following targets:

	NMS		U2B	
	Year 3	Year 5	Year 3	Year 5
Reading	100%	95%	40%	45%
Numeracy	95%	100%	35%	35%
Writing	98%	95%	40%	50%

- Early Years Reading Targets - 40% of students in Prep, 50% of students in Year 1 and 70% of students in Year 2 will reach school and regional reading performance indicators.

Our initiatives include

- Enhance transition to Prep through the establishment of a network with Pre-Prep Centres.
- Provide literacy Intervention for students who are below the National Minimum Standards.
- Develop, resource and implement a professional development and coaching/mentoring program to support teachers in the teaching of reading.
- Develop teacher capacity in the collation of data, analysis and use of data to inform teaching through meetings and professional development opportunities.
- Provide support and intervention for students with speech/language difficulties through the funding of additional speech language pathologist time and teacher aide time.
- Provide TRS to enable teachers/leaders to engage in collaborative planning, data inquiry, case management, action learning, classroom visits and professional conversations.
- Provide opportunity to build teacher capacity through collaboratively working with the P-3 Co-ordinator/Curriculum Co-ordinator, Master Teacher to develop small group learning opportunities in the areas of reading and writing.

Evidence

- Sharratt, L & Fullan, M - *Putting Faces on the Data* Corwin Publication, 2012.
- Archer, A & Hughes, C - *Explicit Instruction: Effective and Efficient Teaching* The Guilford Press, 2011.



Our school will improve student outcomes by

Program	Cost
<p>Purchase Extra Speech Pathology Time and TA Time</p> <p>To employ additional time for the speech language pathologist to assess students with SLP referrals and to coordinate support programs for identified students</p> <p>To employ additional teacher aides to deliver the speech/language programs</p>	\$ 8,000
<p>Prep Outreach</p> <p>Develop a network of local early childhood centres and kindergartens to enhance knowledge of on-entry to Prep expectations and to assist in a smooth transition of children into Prep and Year 1</p>	\$ 2,500
<p>Literacy Group Coordination</p> <p>Develop teacher capacity through the co-planning of reading groups with the P-3 Coordinator/Curriculum Coordinator</p>	\$ 14,000
<p>Intervention Programs</p> <p>Provide intervention for students who are experiencing difficulties in literacy and numeracy</p>	\$ 59,073
<p>P to 3 Coordinator</p> <p>Provide coaching in the explicit teaching of reading comprehension (whole school approach) to Prep to Year 3 teachers</p> <p>Develop teacher capacity in the collation of data, analysis and use of data to inform teaching through meetings and professional development opportunities</p> <p>Provide coaching and/or mentoring to ensure problem solving is embedded across the school</p> <p>Develop and implement whole school programs in the teaching of literacy skills and reading in Prep to Year 3</p> <p>Tracking P-3 data and providing intervention</p>	\$ 44,500
<p>Teacher Aide Time</p> <p>Provide additional teacher aide time to support differentiated reading groups across the school</p>	\$ 55,853
<p>TRS Allocation</p> <p>Provide TRS to enable teachers/leaders to engage in collaborative data inquiry, case management, data walks and talks, classroom visits and professional conversations</p>	\$ 5,500
<p>TRS Allocation/Coaching</p> <p>Provide TRS to enable teachers to engage in coaching opportunities and professional conversations on the teaching of reading</p>	\$ 5,500
	\$194,926





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Wynnum West School



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