

Investing for Success

Under this agreement for 2019
Wulguru State School will receive

\$165,528*

This funding will be used to

Target	Measures
1. Increase the % of students achieving an A to C grade in English from 78.3% in 2018 to >80% in 2019	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ English – 78.3% C or better Sem 2 (2018) ○ English - >80% C or better Sem 2 (2019) • Monitoring: <ul style="list-style-type: none"> ○ English A – E data at the end of each unit ○ English A – E data at the end of each semester
2. Increase the % of Indigenous students achieving an A to C grade in English from 67% in 2018 to >80% in 2019	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ English – 67% C or better Sem 2 (2018) ○ English - >80% C or better Sem 2 (2019) • Monitoring: <ul style="list-style-type: none"> ○ English A – E data at the end of each unit and each semester (Indigenous students) ○ English A-E data for all students at Wulguru ○ Triangulation between English as an Additional Language or Dialect (EAL/D) status, attendance, NAPLAN National Minimum Standards (NMS) reading and writing results and A-E data
3. Increase the % of yr 3 and yr 5 students who achieve Upper 2 Bands (U2B) in Reading and Writing in Naplan	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ NAPLAN Reading <ul style="list-style-type: none"> 2018 U2B – Yr 3 – 13.5%; Yr 5 – 8.5% 2019 U2B – Yr 3 – 30%; Yr 5 – 30% ○ NAPLAN Writing <ul style="list-style-type: none"> 2018 U2B – Yr 3 – 13.5%; Yr 5 – 0% 2019 U2B – Yr 3 – 30%; Yr 5 – 30% • Monitoring: <ul style="list-style-type: none"> ○ End of term PM Data ○ NAPLAN practice test data for A/B students ○ Individualised goal setting for potential U2B students ○ Triangulation of A-E English data and NAPLAN practice test data

Our initiatives include

Initiative	Evidence-base
1. Further enhance pedagogical consistency and capacity, across the school, when teaching writing, and continue to refine the effectiveness of the PLTs and the co-teaching of writing including further	<ul style="list-style-type: none"> • Hattie, J 2012, Visible Learning for Teachers, Maximising Impact on Learning, Rutledge • Sharratt, L & Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, US

* 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.

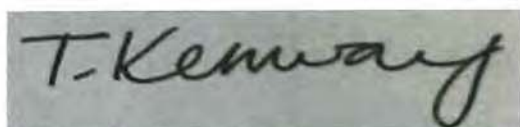


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unpacking of the Literacy Continuum.	<ul style="list-style-type: none"> Sharratt, L, 2018, Clarity: What Matters Most in Learning, Teaching, and Leading, Corwin, California, US
2. Refine the school's case-management approaches to supporting Indigenous and non-Indigenous students	<ul style="list-style-type: none"> Angelo, D 2016. Bridging the language gap: language leaders program, Department of Education, Employment and Workplace Relations
3. Embed approaches to the explicit teaching of reading, using guided reading across the school, and ensure all teachers consistently use the guided reading teaching strategies when teaching reading across the curriculum	<ul style="list-style-type: none"> Clay M 1994, Reading Recovery: A Guidebook for Teacher in Training, Heinemann Bayetto, A 2015, The Big 6 of Reading Articles http://www.appa.asn.au/big6articles

Our school will improve student outcomes by

1.	
Actions	Costs
Employ Support Teacher: Writing to co-teach across the school providing consistency and build capacity in implementing the school's Teaching for Impact Pedagogical Framework	Teacher Staffing \$80 903
Enhance teacher skills and knowledge (including capability of Support Teacher:Writing) through both internal and external professional development activities	PD \$3 000
2.	
Actions	Costs
Utilise PLT process and planning meetings to ensure effective case management approach for students with diverse learning needs, including Indigenous EAL/D learners (focus on writing and reading) and potential U2B students	Teacher staffing \$40 812
3.	
Actions	Costs
Engage Support Teacher: Reading and additional support staff to ensure Guided Reading operates effectively, providing support to all students, including those who need extension and intervention	Intervention Support \$40 813



Tracey Kenway
A/Principal
Wulguru State School



Tony Cook
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