

# Investing for Success

**Under this agreement for 2017  
Wulguru State School will receive**

**\$170,840\***

## This funding will be used to

- Increase the proportion of Year 3 students who achieve at or above the National Minimum Standards in Reading in NAPLAN from 85.2% in 2016 to 90% in 2017
- Increase the proportion of Year 3 students who achieve at or above the National Minimum Standards in Writing in NAPLAN from 90.7% in 2016 to 95% in 2017
- Increase the proportion of Year 3 students who achieve in the Upper 2 Bands in Writing in NAPLAN from 20.4% in 2015 to 30% in 2016
- Increase the number of students achieving an A to C grade in English from 68.6% in 2016 to 80% in 2017

## Our initiatives include

- Undertake co-planning, co-teaching, co-reflection processes to enhance the teaching of independent writing processes, incorporating PLT meetings and using the Diagnose, Intervene, Evaluate model.
- Embed approaches to explicitly teach reading, using guided reading and improve the quality of classroom modelled reading lessons in the lower school
- Implement case management processes with individualised learning goals, based on elements of the Big 6, and support programs for children not achieving benchmarks and for children who maybe underachieving
- Continue to build staff capacity in the teaching of reading and writing

Evidence:


- Sharratt, L & Fullen, M (2012) Putting FACES on the Data, Corwin Publication
- Hattie, J (2012) Visible learning for Teacher, Maximising Impact on Learning, Rutledge
- Clay, M (1994) Reading Recovery: A Guidebook for Teachers in Training, Heinemann
- Bayetto, A (2015) The Big 6 of Reading Articles, <http://www.appa.asn.au/big6articles>
- McVeity, J (2013) Seven Steps to Writing Success, <http://www.sevenstepswriting.com>

## Our school will improve student outcomes by

• Engage additional Support Teachers to manage the whole school approach to teaching reading; to enhance staff capability in the explicit teaching of reading; to coordinate the case management approach for children not at school benchmarks and to facilitate the co-writing/PLT process	\$ 130 000.00
• Coordinate professional development activities for staff, including the curriculum leadership team, teachers and teacher aides to build their capacity in the teaching of reading and writing	\$ 15 000.00
• Engage additional support staff to work with students in reading, oral language and to improve student capabilities in the Big 6	\$ 19 840.00
• Facilitate more effective early childhood transitions through school-based quality playgroup	\$ 6 000.00



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