

# Investing for Success

## Under this agreement for 2018

### Wyreema State School will receive

**\$49,658\***

#### This funding will be used to

1. Increase the percentage of Grade 3 and 5 students achieving in the Upper 2 bands in Literacy and Numeracy strands above 20% and above 30% in Spelling.
  - NAPLAN data has informed us that in 2016 and 2017, Grade 3 students scored below 20% in the Upper 2 Bands in all strands except Spelling. NAPLAN data informed us that in 2016 and 2017, Grade 5 students scored below 10% in the Upper 2 Bands in all strands except Grammar and Punctuation and Spelling.
2. Increase the percentage of staff, students and families to above 90% in the School Opinion Data (2017) regarding management of behaviour - "I believe that school behaviour is well managed at my school".
  - Families indicated through the data, a percentage drop of 45% from 2016 to 2017 (2017 – 82%). Students indicated through the data, a percentage drop of 45% from 2016 to 2017 (2017 – 55%). Staff indicated through the data a percentage drop of 20% from 2016 to 2017 (2017 – 80%).
3. Increase the percentage to 90 % of students in Years Prep – 3 achieving at or above the regional benchmarks in reading.
  - In 2017, 60% of students in Prep were at or over the Regional Benchmark in Reading, 50% in Grade 1 and 75% in Grade 2.

#### Our initiatives include

1. (a) Targeting students in Grades 3 and 5 prior to NAPLAN testing, to participate in IMPACT sessions in Reading, Maths and Writing – these are evidence based, on-line, small group "booster" learning opportunities.  
 (b) Developing teachers' capability to embed feedback in the teaching and learning cycle.  
 (c) Continuing capacity building of staff in student differentiation within classrooms.  
*\*Archer, AL and Hughes, CA 2011 Explicit instruction: Effective and Efficient Teaching Guildford Press, NY. \*Timperley, H 2008 "Teacher professional learning and development". In The Educational Practices Series – 18. Ed. Jere Brophy International Academy of Education & International Bureau of Education, Brussels.*
2. (a) Increasing time and financial investment in the second year of being a Positive Behaviour Learning School.  
*\*Sharratt, L and Fullan, M 2012 Putting FACES on the data: What great leaders do! Corwin, Thousand Oaks, CA.*
3. (a) Continuing our explicit and targeted school improvement focus on the "Teaching and Learning of Reading".  
 (b) Invigorating Coaching and Feedback and Curriculum assistance for staff with the focus on Reading.  
 (c) Continuing the utilisation of Regional Project Officers, professional liaisons with like schools and use of Professional Development opportunities to enhance teacher capability in the teaching and learning of Reading.  
*\*DuFour, R and DuFour, R 2012 The School Leader's Guide to Professional Learning Communities at Work Hawker Brownlow Education, Victoria.  
 \*Stuart, M and Stainthorp, R 2015, Reading Development and Teaching. Sage, London.*

\* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



## Our school will improve student outcomes by

1. (a) Engaging targeted Year 3 and 5 students in regular, booster learning sessions through IMPACT on-line learning communities led by DET teacher specialising in more able achievers.  
 (b) Continuing the use of Regional Project Officers to build capacity with teachers around student feedback and differentiation. **\$19,610\*\***
2. (a) Continuing professional learning opportunities for staff and parents as specified through Positive Behaviour Learning.  
 (b) Purchasing outdoor eating area furniture to enable consistent and meaningful behaviour management practices.  
 (c) Creating, publishing and displaying school expectations aligned to our Positive Behaviour Learning. **\$21,586\*\***
3. (a) Releasing staff to access coaching and feedback opportunities, curriculum planning and professional development.  
 (b) Purchasing additional classroom and library Reading materials. **\$9,596\*\***

*\*\* Amounts are estimated*



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Department of Education

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