

Investing for Success

Under this agreement for 2017 Wyreema State School will receive

\$34,935*

This funding will be used to

- Increase the percentage of students in the Upper 2 Bands to 30% in Literacy (in particular, reading - as the school's targeted improvement focus and girls in Grammar and Punctuation - identified through the 2006 NAPLAN data) and to further increase competencies of students already in the Upper 2 Bands.
- Ensure that all students achieve at or above NMS in NAPLAN tests, in particular, reading as the school's targeted improvement focus and noting the results of boys in reading (2006 NAPLAN data).
- Ensure all students from Prep to Grade 3 meet Regional Benchmark expectations in Reading.
- Increase resources for the teaching and learning of reading - building on existing reading schemes.
- Complete Positive Behavior Schools, Phase 1, within 2017.
- Upskill staff and provide resources in STEM and other KLAs as well as continued pedagogical coaching and feedback in reading.

Our initiatives include

- Targeted and explicit instruction to further improve small groups of students near to or in the Upper 2 Bands, primarily in Literacy and especially Reading.
- Continued implementation of consistent Multi-Lit programs (includes Mini-Lit, Pre-Lit and Reading Tutor) as intervention for Reading.
- To provide targeted (small group and individual) explicit Literacy and Numeracy (and in particular, reading) instruction aimed at improving student outcomes through differentiation as determined through data analysis.
- A continued and deeper analysis of short, mid-term and long term data including NAPLAN and other assessment, including that in the Whole School Assessment Plan, to enable teachers to target areas for explicit teaching (particular focus on reading) - for the whole class, small groups and individuals.
- Increased development of staff capability and understanding in pedagogical practices and teachers' repertoires of effective strategies in the teaching and learning cycle - with a particular focus on our targeted, explicit, improvement agenda of reading; as well as generally increasing our overall capability to initiate and implement innovative practices.
- Embedding Positive Behaviour Learning (Phase 1) into our school culture as a positive and consistent behaviour modification and expectation program for all students.
- Building teacher capability to use technology to cater for differentiation and improve learning.
- Enabling productive implementation of STEM learning areas and using STEM to increase student engagement in other Key Learning Areas.

Evidenced by:

Good To Great To Innovate - Lyn Sharratt and Gale Harild, CORWIN, 2015

Australian School leadership Today - Neil C Cranston and Lisa C Ehrich, AUSTRALIAN ACADEMIC PRESS, 2009

Explicit Instruction - Anita L Archer and Charles A Hughes, GUILFORD PRESS, 2011

Investing for Success

Our school will improve student outcomes by

- Employment of an Upper 2 Bands teacher, FTE 0.1 to **\$6,905**.
- Purchase and implementation of an Accelerated Reading Program targeting U2B readers up to **\$5,000**.
- Purchase and targeted use of reading schemes (building on existing schemes), library books and other motivational child-centred reading resources to **\$4,430**.
- The continued employment of a skilled Teacher Aide to run the Multi-Lit program (includes Mini-Lit, Pre-Lit and Reading Tutor) as intervention for reading up to **\$5,000**.
- Employment of additional Teacher Aide hours to enact programs as organised/advised by Speech/Language Pathologist, Guidance Officer, Special Education Teacher/Support Teacher up to **\$7,000**.
- Additional Teacher Release time to access Positive Behaviour Learning Professional Development opportunities and for programming and coaching meetings to embed PBL into the school to **\$1,600**.
- Enabling productive implementation of STEM learning areas and increasing student engagement in other Key Learning Areas through additional purchase of Systech hours and resources to **\$5,000**.



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Wyreema State School



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