

Investing for Success

Under this agreement for 2016

Wondall Heights State School will receive

\$240 651*

This funding will be used to

- Increase the percentage of students in year 3 reading above National Minimum Standard to 95% within 2 years (2016 – 2017)
- Increase the percentage of students in the upper 2 Bands in reading from 47% to 50% for year 3 within 2 years (2016 -2017)
- **Reading Targets:**

Year Level and Instrument	Term 4 target
Prep – PM reading level	90% of students reading at or above level 8 35% of students reading at or above level 9
Year 1 – PM reading level	90% of students reading at or above level 17 35% of students reading at or above level 18
Year 2 – PAT – R (test 2)	90% of students at or above stanine 6 35% of students reading at or above level 7
Year 3 – PAT – R (test 3)	90% of students at or above stanine 6 35% of students reading at or above level 7

- Develop learning plans for students who are below the National Minimum Standard in reading
- Implement a whole school program/approach to the explicit teaching of reading comprehension
- Improve teacher capability through focused coaching and Professional Development
- Implement Lead Teacher positions in each year level.

Our initiatives include

- Review student reading performance data on a regular basis in year level meetings, using a year level Lead Teacher, HOC and coaches to facilitate discussions and guide decisions.
- Conduct regular teacher meetings with Leadership team to discuss and strategise teaching practices for reading to ensure student learning needs are being met in accordance with the data.
- Engage in Lyn Sharratt 14 Parameters for school improvement and engage with research from Anita Archer to maximise student engagement.

Evidence for strategies:

- Hattie, John – Visible Learning for Teacher, Maximising Impact on Learning, Rutledge 2012
- Lyn Sharratt and Michael Fullan – Putting Faces on the Data – Corwin 2012
- Anita Archer and Charles Hughes – Explicit Instruction – Effective and Efficient Teaching – Guilford Press 2011

Our school will improve student outcomes by

Employ pedagogy coaches to improve teacher capability to use explicit teaching practices in reading.	\$ 78 000
Utilise additional teacher –aide time to support students and programs in reading	\$ 115 000
Employ additional STLaN time to support intervention across the school	\$ 47 000 (\$38 000 school funded – GRG)
Provide teaching staff with professional development on the explicit teaching of reading incorporating coaching and feedback	\$ 36 000



Majella Frith
Principal

Dr Jim Watterston
Director-General, DETE

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School

Department of Education and
Training