

# Investing for Success

Under this agreement for 2019  
Wellcamp State School will receive

**\$29 942**

## This funding will be used to

Target	Measures
Align the teaching of reading and writing.	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ Year 3 and 5 NAPLAN Reading National Minimum Standards (NMS) data.</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ English A-E and NAPLAN Reading NMS data from Similar Queensland State Schools (SQSS).</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Teacher planning documents and lesson observations</li> <li>○ Student feedback and work samples</li> <li>○ Movement on Prep-10 Literacy continuum</li> <li>○ English A – E data</li> <li>○ Annual Performance Review (APR) process data.</li> </ul> </li> </ul>
Provide time for collaboration and continue improving and updating our targeted evidence based writing program.	
Focus on the improvement of grammar and punctuation in writing. 80% of students performing at level in NAPLAN years 3 and 5	
Increase the number of students in the upper 2 bands in Writing to 20% in the 2018 NAPLAN test.	
Ensure that 80% of students receiving a 'C' or better for English by semester 2	
Provide additional teacher aide time during literacy blocks across the classes.	

\* 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.



## Our initiatives include

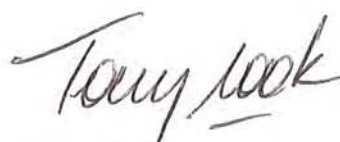
Initiative	Evidence Based
Working with Professional Learning Communities (PLC) to share common strategies.	<ul style="list-style-type: none"> <li>• DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i> Hawker Brownlow Education, Victoria.</li> </ul>
Improving teacher capabilities targeted at improving student outcomes through professional development, coaching and feedback specifically in the area of writing.	<ul style="list-style-type: none"> <li>• Archer, AL and Hughes, CA 2011 <i>Explicit instruction: Effective and Efficient Teaching</i> Guildford Press, NY.</li> <li>• Cameron, S &amp; Dempsey, L. <i>Developing and Effective Writing Program &amp; The Writing Book: A practical Guide for Teachers.</i> S&amp;L Publishing.</li> </ul>
Implement whole school approach to writing to complement our school reading framework.	<ul style="list-style-type: none"> <li>• Derewianka, B. &amp; Jones, P. (2010). <i>From traditional grammar to functional grammar: bridging the divide.</i> Derewianka, B &amp; Jones. P. (2016) <i>Teaching Language in Context.</i></li> </ul>
Provide Teacher aide time to implement Pre-Lit and Mini-Lit reading intervention.	
Actively using the Literacy Continuum Reading and Writing Strand to monitor student progress and set learning goals for students.	<ul style="list-style-type: none"> <li>• Stuart, M and Stainthorp, R 2015, <i>Reading Development and Teaching.</i> Sage, London.</li> </ul>

## Our school will improve student outcomes by

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|---|---------|
| • Curriculum coordination time to develop Professional Development (PD) | \$ 3000 |
| • All teaching staff completing reading and writing PD                  | \$ 2000 |
| • Work with project officer to implement literacy blocks                | \$ 3000 |
| • Purchase of resources to support PD and implementation                | \$ 1000 |
| • Maintaining teacher aide support in literacy and numeracy blocks      | \$20942 |



**Kym Stansbie**  
Principal  
Wellcamp State School



**Tony Cook**  
Director-General  
Department of Education

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