

# Investing for Success

Under this agreement for 2020  
Wellcamp State School will receive

**\$31 447**

## 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>
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.	



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## 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>
Implement whole school approach to writing to complement our school reading framework.	<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> </ul>
Provide Teacher aide time to implement Pre-Lit and Mini-Lit reading intervention as well as additional time in the prep-one classroom.	<ul style="list-style-type: none"> <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>
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>• 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> <li>• Stuart, M and Stainthorp, R 2015, <i>Reading Development and Teaching.</i> Sage, London.</li> </ul>

## Our school will improve student outcomes by

- Implement literacy blocks \$ 3000
- Curriculum coordination time to develop Professional Development (PD) \$ 847
- Purchase of resources and PD to support implementation \$ 1000
- Maintaining teacher aide support in literacy and numeracy blocks \$ 26600



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Wellcamp State School



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



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