

# Investing for Success

Under this agreement for 2019  
Wynnum State School will receive

**\$289,152\***

## This funding will be used to

- Increase reading achievement of all year levels by 5%
- Increase students at or above year level achievement standard in Mathematics by 5%
- Achieve 100% of Year 3 and 5 students achieving above National Minimum Standard for NAPLAN Reading, Spelling and Numeracy
- Increase Year 3 and 5 students in Upper Two Bands for NAPLAN Reading, Spelling and Numeracy by 5%

## Improve Student Reading and Spelling Outcomes

PM Benchmark Prep-Year 2 %at/above Year Level Benchmarks		NAPLAN % above National Minimum Standard (NMS)	
2018 Target & Actual	2019 Target	2018 Target & Actual	2019 Target
Prep 75% - 62%	75%	Year 3 Reading 100% - 99%	100%
Year 1 68% - 78%	67%	Year 3 Spelling 100% - 94%	100%
Year 2 81% - 75%	83%	Year 5 Reading 100% - 96.8%	100%
Year 3 65% - 48%	80%	Year 5 Spelling 100% - 97.8%	100%
PAT-R Years 3-6 %at/above Year Level mean scale scores		NAPLAN % in Upper 2 Bands (U2B)	
2018 Target & Actual	2019 Target	2018 Target & Actual	2019 Target
Y3 66% - 64%	63%	Year 3 Reading 53% - 53.9%	59%
Y4 75% - 70%	69%	Year 3 Spelling 45% - 42.2%	47%
Y5 77% - 66%	75%	Year 5 Reading 47% - 49.4%	54%
Y6 68% - 72%	71%	Year 5 Spelling 25% - 26.9%	32%

## Improve Student Maths Outcomes

A-E Maths Data % at/above year level standard		NAPLAN % above NMS	
		2018 Target & Actual	2019 Target
-	2019 Prep Target 91%	Year 3 Numeracy 100% - 100%	100%
Prep 2018 91%	2019 Year 1 Target 96%	Year 5 Numeracy 100% - 96.7%	100%
2018 Year 1 76%	2019 Year 2 Target 81%	NAPLAN % in U2B	
2018 Year 2 76%	2019 Year 3 Target 81%	2018 Target & Actual	2019 Target
2018 Year 3 89%	2019 Year 4 Target 94%	Year 3 Numeracy 40% - 33%	38%
2018 Year 4 73%	2019 Year 5 Target 78%	Year 5 Numeracy 25% - 29.2%	34%
2018 Year 5 70%	2019 Year 6 Target 75%		

All cohorts have a 5% increase added, with the exception of Prep where historical data was applied

## Our initiatives include

- Enhancing teacher capacity to work in year level teams to support curriculum knowledge, pedagogical practices and data analysis that informs planning and targeted instruction in English and Mathematics.
- Continue to embed the school's explicit *Learning to Read* and *Reading to Learn* instructions and strategies. Refining high yield instructional and collaborative strategies for 'Cracking the Code' including Phonological and Phonemic Awareness, Guided Reading, Thinking Skills for Comprehension and Loving Literature.

\* 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.

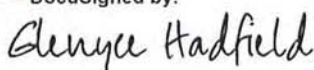


- Embedding Number, Problem Solving and Fluency in all year levels through core instructional strategies in mathematics, whole number concepts, fraction concepts, fluency and problem solving.
- Developing targeted learning plans for all students achieving below 'C' standard in English and Mathematics in Years 3-6 and targeted extension for underachieving students above 'C' standard and high ability learners.
- Continuing to embed data in use for *Student Next Step Learning*. Utilising data to make informed decisions, catering for the range of learning needs (below 'National Minimum Standard' to 'Upper Two Bands', and 'at-risk' students within this range).

### Our school will improve student outcomes by

Building teacher capacity in effective pedagogical practise of literacy and numeracy through employing additional staff in literacy and numeracy to mentor Homeroom teachers, including data in use, case management and engage in instructional teaching with students	<b>\$82,000</b>
Supporting the implementation of guided reading programs in Years Prep-6 by employing additional paraprofessional literacy teachers	<b>\$100,000</b>
Implementing targeted intervention programs through employment of literacy teacher and paraprofessionals	<b>\$94,000</b>
Building field knowledge and pedagogical practices through professional development in 'Next Step' learning	<b>\$13,152</b>
<b>Total</b>	<b>\$289,152</b>

DocuSigned by:



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**Glenyce Hadfield**

Principal

Wynnum State School


**Tony Cook**

Director-General

Department of Education

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**Queensland  
Government**