

Investing for Success

Under this agreement for 2020
Westwood State School will receive

\$8 614*

This funding will be used to

Target	Measures
Improve students' achievement in English, by 2021 with a focus on reading and writing demands.	<ul style="list-style-type: none"> • Baseline/endpoint <ul style="list-style-type: none"> ○ English levels of achievement for individual students each semester 2017 to 2020 ○ National Assessment Program – Literacy and numeracy Year 3 2019 to Year 5 2021 in reading and writing for matched students. • Monitoring: <ul style="list-style-type: none"> ○ Prep – Year 10 Literacy Continuum (writing) used to monitor progress and plan for next steps in student learning ○ Teacher planning includes evidence of differentiated teaching and learning appropriate to writing demands of different learning areas ○ Reading age/chronological age comparison (using norm-referenced diagnostic assessments converted to ratio gain). ○ Staff feedback on relevance and impact of professional learning ○ Records from coaching, observation and feedback activities establish change in teacher practice ○ Student feedback and work samples

Our initiatives include

Initiative	Evidence-base
Professional learning communities engage regional expertise to improve teacher ability to identify the writing and reading demands of the Australian Curriculum in C2C units of work.	<ul style="list-style-type: none"> • Build staff capacity to explicitly teach literacy as outlined in the Annual Implementation Plan (AIP) • Staff attend cluster moderation writing • Compliment the school reading program with data, feedback driven reading program Reading Eggs • Typing Tournament keyboarding skills and computer based numeracy and literacy programs to consolidate student learning in numeracy and literacy
Teacher aides engage in student support programs to ensure curriculum integrity.	<ul style="list-style-type: none"> • Resource additional teacher aide time to provide one-on-one and /or small group support focussed on meeting targets set in the Investing in Success Agreement and the school's 2020 AIP. • Better prepare and support teacher aides to consolidate student learning in numeracy and literacy including oral language and metalinguistic programs.



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Our school will improve student outcomes by

Actions	Costs
Engaging in-house and regional expertise to improve teacher ability to identify writing (and reading) demands of units of work. Professional development for staff on writing to support literacy intervention.	
Providing support for responsive teaching based on analysis and discussion of curriculum - aligned through planning, modelling, observation and feedback processes, and timely access to data.	
Providing focused literacy and numeracy intervention differentiated for each student, utilising increased teacher aide time in the school and teacher aide professional development. Additional teacher aide to support students on speech and learning support plans.	\$8 614
Curriculum leaders supporting teaching staff to implement units of work through modelling, co-teaching, observation and feedback processes.	



Honi S Mauro
Principal
Westwood State School



Tony Cook
Director-General
Department of Education



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