In investing for Success

Under this agreement for 2020
Woodridge State School will receive

$1 238 345*

This funding will be used to

Further develop teacher capabilities through focused coaching and professional development to improve student performance in S.T.E.A.M - Science, Technology, Engineering, Arts, Mathematics, HASS and Reading & Writing across the Curriculum.

Develop appropriate Individual Curriculum Plans for students (ICPs) who have need of significant adjustments to their year level curriculum.

Increase the percentage of students with a disability and from the Intensive English Language Centre who are achieving their individual curriculum learning goals in reading and numeracy from 95% to 100%.

Continue to improve student achievements of meeting NAPLAN national minimum standards in Reading for Year 3 to 96% and for Year 5 to 92%, and in Numeracy to 98% for Year 3 and 5.

Increase the percentage of students working in the Upper two bands in Reading for Year 3 to 35% and Year 5 to 25%.

Increase the percentage of students in Year 2 attaining a C rating in English. Improve Year 2 achievement in Reading, those gaining a PM Level 18-20, from 45% to 55%.

Case conference and closely monitor the Reading progress of all Indigenous students who are achieving less than a C for English. Consider bandscaling these students where appropriate and raise their English rating to a "C".

Our initiatives include

- We will continue to use Prep Start, Early Start, Levelled Literacy Intervention, Phonemic Awareness, Break It Down/Build It Up and Guided Reading strategies aligned with the Australian Curriculum and the Literacy Continuum to assess students’ current performance, teach to their needs; and re-assess students to monitor improvement in oral language, reading and writing.
- Using our Inquiry Mathematics Program based on our Maths diagnostics, Deadly Maths, Big Concepts and Proportional Reasoning, teachers will assess students’ current performance, teach to the needs of students; and reassess students to progress improvement in numeracy.
- Continue to support the engagement and attendance of Prep to Year 6 students and their families with Social and Emotional and Trauma aware practices, through the roles of the Student Engagement Teacher, Community Liaison Officers, Indigenous Support Assistants and Creative Arts Therapists.
- Provide short, sharp intervention for Writing, Reading and Mathematics gaps in learning for all students, especially Indigenous and those who need support in Year 3 & 5 Semester 1 and Year 2 & 4 in Semester 2.

Our school will improve student outcomes by

<table>
<thead>
<tr>
<th>Resource Strategies</th>
<th>Support Funding</th>
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<tbody>
<tr>
<td>Enlist specialist personnel to coach staff and support teachers in the use of explicit engaging numeracy, oral language and literacy, behaviour and inquiry thinking strategies</td>
<td>$630 994</td>
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<tr>
<td>Employing teachers, and support staff to mentor colleagues with students who are supported with special provisions, ICPs, IEPs and IBPs, to co-teach to enhance learning where appropriate.</td>
<td>$377 351</td>
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<tr>
<td>Provide additional teacher aide and Indigenous Support Assistants to give support for reading, writing and other group times which enhance oral language and hands-on, inquiry learning. School administration time to assist Leaders in coordination and communication is included too</td>
<td>$230 000</td>
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<tr>
<td>Total</td>
<td>$1 238 345</td>
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Garry Molloy  
Principal  
Woodridge State School

Tony Cook  
Director-General  
Department of Education

*Funding amount estimated on 2019 data. Actual funding will be determined after 2020 enrolment data are finalised. Actual expenditure may vary due to changes in finalised 2020 enrolment data and student learning needs.