

Investing for Success

Under the agreement for 2017 Julatten State School received

\$21,400*

This funding was used to:

- Guarantee that all students will reach NMS in NAPLAN Literacy and Numeracy or will have an Individual Curriculum Plan. ●
- 80% of Children reach P-3 regional PM benchmark levels and sight word expectations; ●
 - Prep – 90% PM 9, 50% PM 12 – First 100 words ●
 - Year 1 – 90% PM 19, 50% PM 22 – First 200 words ●
 - Year 2 – 90% PM 25, 50% PM 28 ●
 - Year 3 – 90% PM 28, 50% PM 30 ●
- Increase the percentage of Prep students able to read and comprehend short, predictable texts and compose and recount short, meaningful sentences from 70% to 90% at the reporting level of 'Working With' or better. ●
- 100% of EAL/D learners will be able to read and comprehend short predictable texts and compose and record short, meaningful sentences. ●

Response to the funding agreement

- All students in Year 3 and Year 5, enrolled in May this year, achieved NMS in NAPLAN Literacy and Numeracy
- 63% P-3 students achieved PM benchmark levels in reading
 - 75% Prep students achieved PM 9 with 33% achieving PM12
 - 88% Yr 1 students achieved PM19 with 57% achieving PM22 or higher
 - 50% Yr 2 students achieved PM25 with 33% achieving PM28
 - 44% Yr 3 students achieved PM28 with 25% achieving PM30
- 79% 4-6 students achieved year level benchmark in reading
 - 60% Yr 4 students achieved PM 30 with 100% achieving > 1 year above chronological age
 - 100% Yr 5 students achieved 11 yrs reading age with 67% > 1 year above chronological age
 - 88% Yr 6 students achieved 12 yrs reading age with 86% > 1 year above chronological age
- The percentage of Prep students able to read and comprehend texts and write short, meaningful sentences at Working With standard, improved from 43% in 2016 to 75% in 2017.
- In 2017, 100% of EALD learners can read and comprehend short predictable texts and record meaningful sentences.

Our initiatives have been refined to ensure progress towards these targets

- Teachers are developing capability in analysing data, using diagnostic assessments to inform the teaching and learning cycle and plan according to the Australian Curriculum.
- Intensive teaching was provided for students to attain year-level achievement standards.
- Termly reading targets for every student were set
- Student learning progress was monitored five-weekly P-4 and 10-weekly 5-6
- Teacher aide support was used to consolidate literacy learning literacy, based on the Big Six of Reading

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