

Investing for Success

**Under this agreement for 2018
Albert State School will receive**

\$91,144*

This funding will be used to:

- further our commitment to:
 - support the Priority Learning Area (PLA) of Reading - the one on one reading intervention program consisting of Daily Rapid Reading and Reading Link for all students in the junior school, and targeted students in Year 3 to Year 6
 - assist all students in Years 3 and 5 to attain National Minimum Standard (NMS) in reading by allocating additional teacher to increase the number of students who can be targeted by the Specialist Teacher: Literacy and Numeracy (STLaN) to focus on reading comprehension
 - assist students reach or further themselves into the Upper Two Bands (U2B) for Reading
 - support language development of identified students through additional Speech Language Pathologist (SLP) time to develop and implement programs for children identified as having oral language problems and/or requiring timetabled Speech and Language Impairment (SLI) intervention

We will track and monitor the outcomes of these commitments by:

- Comparing reading age and chronological age using norm-referenced diagnostic assessments. Make teaching decisions and actions based on this data
- Using C2C Assessments to identify areas for targeted intervention
- Tracking student improvement at an individual student and whole school level
- Implement five week data cycles to track success of targeted intervention - plan actions.

Reading Targets (PM and Age)				
	T1	T2	T3	T4
Prep		2	4	6-8
1	10	12	14	16-18
2	19	20	21	22
3	22	23	24	25
4	9yrs		9.5yrs	
5	10yrs		10.5yrs	
6	11yrs		11.5yrs	

Goal: by Term 4, students are at level or above school reading targets or their individual learning goal or ICP goal. *School targets are based on North Coast Region (NCR) targets.*

Our initiatives include:

- Employing staff to implement the Daily Rapid Reading & Reading Link Program (in line with the AIP priorities); this program will ensure all students in Years 1 and 2 will receive daily one-on-one reading intervention, tracking towards school reading targets (outlined in table above). When Prep students are at an instructional reading level that ensures they are ready to participate, they will be added to the program.
- Allocating funds to provide flexibility around teacher staffing to utilise key teachers in the required roles. Specifically:
 - increase STLaN support to implement reading comprehension for students who are not meeting NCR targets or have identified areas of weakness identified by assessments, and provide



extension reading comprehension/critical thinking programs for those who are tracking towards, or are in, the U2B

- increase staffing for curriculum and classroom support to provide support for teachers around curriculum implementation, assessment data cycles, and provide support and professional development for understanding of data literacy (assessment of learning, for learning and as learning) in order to monitor and track reading improvement and plan actions as a result.
- Purchasing additional SLP to plan, implement and train key staff to administer oral language programs and speech intervention programs and to further support students with SLI intervention. Prep and Early Years screeners will inform what level of intervention is required.

Our school will improve student outcomes by:

Action	Cost
employment of teacher aides to implement the daily reading intervention program	\$32 400
employment of additional qualified staffing (FTE) for improved curriculum facilitation and increased STLaN to work with students around initiatives	\$50 744
additional purchased time for SLP	\$8 000
Total	\$91 144



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