

Investing for Success

**Under this agreement for 2016
Alexandra Bay State School will receive**

\$20,182*

This funding will be used to

- Guarantee that every student will either:
 - Achieve NMS in literacy and numeracy for their year level or
 - Have an evidence based learning plan in place to address their specific learning needs.
- Increase the % of Year 3 students meeting NMS in reading from 40% in 2015 to 50% by 2016.
- Increase the % of Year 3 students in the U2B in reading from 30% in 2015 to 50% by 2016.
- Increase the % of Prep students achieving PM Level 9 in reading from 66% in 2015 to 90% by 2016.
- Increase the % of Year 1 students achieving PM Level 19 in reading from 50% in 2015 to 90% by 2016.
- Increase the % of Year 2 students achieving PM Level 23 in reading from 50% in 2015 to 90% by 2016.
- Increase the % of Year 3 students achieving PM Level 27 in reading from 40% in 2015 to 50% by 2016.
- Increase the % of Year 4 students achieving PM Level 27 in reading from 40% in 2015 to 90% by 2016.
- Increase the % of Year Prep-6 students achieving average ('C' level) English from 50% to 60% by 2016.

Our initiatives include

Implement Explicit Instruction in Reading

- Develop whole of school approach to reading – including modeled, shared and guided reading (Reading by 6, Archer and Hughes, Big 6, National Reading Panel “Teaching Children to Read” summary Report)
- Use the Big 6 (Bayetto) All elements of the Big 6 are taught explicitly and are part of daily consolidations.
- Align consolidations with instruction (Hollingsworth and Ybarra, Fleming, Archer and Hughes)
- Purchase human and physical resources to support explicit instruction and intervention programs
- Work with teachers and teacher aides to develop capacity to teach and support foundation literacy knowledge and skills including differentiation.

Continuous process of assessing student performance in reading (Hattie, Fullan)

- Set term by term reading targets for every child to monitor progress and value added to learning
- 5 weekly monitoring [student progress meetings]
- Data meetings with admin/teachers
- Provide extra time for one on one assessment and recording on OneSchool
- Purchase TRS for Assessment and Recording on One School

Embed school wide approach to Reading intervention (Fountas and Pinnell, Fullan)

- Embed reading intervention program to run alongside class guided reading time
- Identify students requiring additional support with

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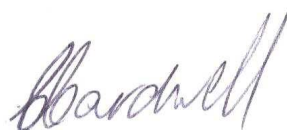
- Improved use of intervention TA hours (6hours) within reading group sessions) so that Principal and Teacher are also working with intervention and/ or extension groups reading
- Fortnightly data meetings to monitor for progress and the slowing of any progress
- Purchase teacher hours for consistent teaching of reading and writing as per School Improvement Agenda 2016
- Provide "reading workshops" to parents, grandparents and community members to support the development of early foundational literacy skills.

Our school will improve student outcomes by

- Improving teacher pedagogy/capability – what are the components of a strong reading program? What does the explicit teaching of reading look like? Including PD, modeling, consolidations, small groups, coaching/feedback, peer observation)
- Providing instructional leadership in refining best practice
- Enhancing teacher planning - Teacher accountability and increased PD in English – Writing
- Provide support for students identified/ targeted
- Increasing support for students in both P-3 and 4-6 – in class teacher support, differentiated level of support and instruction

Coaching and Feedback	\$1 500
Increasing support for students with identified/ targeted needs Allocation of additional teacher support in 4-6 class	\$13 182
Improving teacher pedagogy and capability (coaching and feedback)	\$1 500
Refining teacher planning - writing	\$1 500
Increasing support for students with identified/ targeted needs Teacher Aide Support	\$2 500

*All allocations of costings may change throughout the year depending on student and school needs.



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