

Investing for Success

Under this agreement for 2020
Mount Alford State School will receive



\$13,944*

This funding will be used to

- Increase the percentage of Prep to Year 6 students achieving an 'A – B' standard in English from 56% in 2019 to 80% or higher in 2020
- Increase the number of students in Year 3 NAPLAN Reading U2B's to be above Queensland State School achievement of 48.2%
- Increase the number of students in Year 5 NAPLAN Reading U2B's to be at or above Queensland State School achievement of 33.1%
- Identify students and implement (Speech Language Pathologist) oral language and phonological programs to prep / year one students to obtain age appropriate milestones

Our initiatives include

- Monitor students achieving 'C' standard in English and implement targeted teaching to move students to a 'B' or higher.
- Provide focused and intensive teaching for students requiring additional support in reading
- Build the capacity of all teaching staff using the 14 parameters from Lyn Sharratt's book Clarity and embedding explicit teaching strategies and practices across whole school
- Undertake Case Management Meetings to provide focused and intensive teaching strategies targeted at 'C' level students
- Use and update data walls to track student progress, having the professional conversations around the data and implementing strategies for intervention
- Revise the school pedagogical framework around Lyn Sharratt's work and embed it as the shared language of teaching and learning
- Provide early screening of prep and year one students using OLEY Oral Language for Early Years, PMAP Prep Metalinguistic Awareness Program (PMAP Screener) and Early Start pre and post
- Engage in Leading Learning Collaboratively, increase teacher/teacher aides capability in implementing with precision the Parameters 1, 6 & 14
- Implement oral language and phonological programs for Prep, Year 1 and other identified students
- Provide education and ongoing support for parents to increase the development of oral language and literacy skills across all year levels

*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.



**Queensland
Government**

Our school will improve student outcomes by

<ul style="list-style-type: none"> • Develop teachers' capability using the 14 Parameters to design and deliver explicit teaching in reading of comprehension strategies linked to the English Australian Curriculum • Implement a whole school approach to the teaching of reading supported by appropriate staff training and resources • Employ experts to upskill teachers/teacher aides in using high impact strategies to move students into U2B's in reading and 'A – B' in English 	TRS - \$ 2,000 T/A - \$1,000
<ul style="list-style-type: none"> • Employ a Speech Language Pathologist to assess all Prep and Year 1 students; SLP 1:1 delivery; develop structured oral language and phonological programs for implementation by teacher aides; capability building with teachers/teacher aides; education sessions with parents and monitor student progress • Employ teacher aides to deliver speech, oral language, phonological and targeted (Reading) intervention programs to students 	SLP - \$ 4,500 T/A - \$ 6,444

Research Evidence

- Sharratt, L 2019, CLARITY: What matters most in Learning, Teaching and Leading, Corwin, USA
- Archer, AL and Hughes, CA 2011 Explicit instruction: Effective and Efficient Teaching Guildford Press, NY.
- Stuart, M and Stainthorp, R 2015, Reading Development and Teaching. Sage, London.
- Walpole, S & McKenna, M 2017, How to Plan Differentiated Reading Instruction, New York, The Guildford Press.
- Bradfield, T.A., Besner, A.C., Wackerle-Holman, A.K., Albano, A.D., Rodriguez, M.C., & McConnell, S.R. (2013). Redefining individual growth and developmental indicators: Oral language. *Assessment for Effective Intervention*.

Measures of Impact

- OLEY& PMAP Screeners
- PAT Reading Comprehension data
- PROBE and PM Benchmark reading data
- Early Start assessments
- NAPLAN data



Danny Laegel
Principal
Mount Alford State School



Tony Cook
Director-General
Department of Education

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