Under this agreement for 2017
Albany Creek State School will receive

This funding will be used to

- Increase the percentage of students in the upper two bands in all domains.
- Improve performance to be consistent with than ‘Like Schools.
- Maintain a strong ‘relative gain’ for all domains evidenced in Year Five NAPLAN Data.
- Ensure all Aboriginal and Torres Strait Islander students achieve better than NMS.
- Enhance professional capacity and student learning outcomes by the continued employment of a coach to support the Reading to Learn / Learning to Read professional development initiatives aligned to the School’s Pedagogical Framework and ensure that actions are aligned to evidenced based decision making.
- Provide release for teachers participating in the R2L coaching initiatives, mentoring activities and ‘watching others work’ opportunities.
- Continue high levels of support for the refinement of Early Start initiatives to inform strategic decision making process aligned to intervention programs and year level specific curriculum planning priorities.
- Implement additional diagnostic testing assessment in Year 5 and Year Three to inform actions to enhance the attainment of essential literacy and numeracy competencies.
- Support the continuation and expansion of existing school based intervention and literacy enhancement programs including:
  - ✓ The Early Start Program and the links to the P-10 Literacy and Numeracy Continuum;
  - ✓ Home Literature Program;
  - ✓ The Oral Language Program;
  - ✓ Speech Language Program;
  - ✓ Full time preparatory teacher aide support for the first term of the new academic year with the capacity to respond to a continuation of high levels of support based upon an assessment of and analysis of needs coordinated by members of the Leadership Team;
  - ✓ Specific targeted intervention activities for students in Years 3, and Year 5 in Semester One and Years 2 and 4 in Semester 2, and;
  - ✓ Purchase of resources and the employment of additional personnel to enhance the implementation and delivery of these specific priorities.

The following are the recommendations from the 2016 ASAA School Annual Review are being encapsulated into strategic planning initiatives and are being delivered through the Investing for Success Plan.

- Expand the range of programs for high performing students.
- Further enhance systematic school-wide benchmarking in conjunction with the use of systemic and school data to inform the interpretation of the progress of individual student’s progress especially in relation to writing achievements.

* Funding amount estimated on 2016 data. Actual funding will be determined after 2017 enrolment data are finalised.
Clearly articulate success criteria relating to measurable learning goals to assist staff and students to self-manage their progress.

- Enhance the role of the OneSchool coordinator to further deepen data literacy skills for all teachers.
- Consolidate processes for monitoring and measuring student learning in mathematics.
- Refine the sharing of good practice across the school to further enhance teaching expertise throughout the school.
- Further enrich the assessment plan to concisely support moderation and the use of data analysis to inform teaching and learning.
- Embed a culture whereby teachers are responsible for accessing and analysing data to make informed decisions around differentiated learning.
- Maintain the focus on reading and writing to embed good practice, before moving to a new learning priority.
- Further develop leadership capacity throughout the school to sustain and improve school performance and develop future leaders.

Continue to extend the Data Management Plan to support a culture where teachers are responsible for accessing and analysing data to make informed decisions around differentiated learning.

**Our initiatives include**

- Scaffold targeted ‘whole of school’ professional development through coaching and feedback and alignment with individual teacher professional development priorities;
- Support curriculum development activities to prepare Reading to Learn lessons aligned to C2C and the standards outlined in the Australian Curriculum documents;
- Deliver high quality intervention programs responsive to evidenced based decision making;
- Support (WOWs) watching others work as part of a whole of school commitment to enhancing teaching practices;
- Specific support for and Year Level Reading to Learn Coordinators and OneSchool Coordinators to build significant capacity across the campus for empowered interdependent teams to embrace strategic priorities in a scaffolded cohesive collaborative environment.
- Monitor and evaluate the implementation of and outcomes from these initiatives, and;
- Ensure all initiatives are aligned to the systematic interrogation of data and the School’s Pedagogical Framework and the recommendations from the School Review completed at the end of 2015 by the Australasian Schools Accreditation Agency.

* Funding amount estimated on 2016 data. Actual funding will be determined after 2017 enrolment data are finalised.*
Our school will improve student outcomes by

**Priority areas of the Reading to Learn Coaching Role in 2016.**

1. Planning – English, Geography, History
2. Observations and feedback
3. Spelling
5. Watching others work … including the videoing of lessons to reflect upon and to share professional practice to demystify our craft
6. Demonstration lessons … by not only the coach but colleagues eager to build capacity and embed professional practice
7. Video Samples / Video for reflection... from school and other sources as ACSS commits to extended professional networks and ‘master classes’ with Professor David Rose; Sydney University
8. Action Research… in collaboration with Professor David Rose; Sydney
9. In Class Support – refining the R2L Cycle … build the work completed by the Year 1 and Year 6 teams in 2015

**Year level Specific Actions:**

**Prep**

**Planning with teachers**
- Recently appointed Prep teachers to receive high levels of professional support including the opportunity to undertake R2L professional development.
- All Prep teachers to be engaged in regular planning sessions with the Coach.
- Consideration of Age Appropriate Pedagogies

**Observations and feedback**
- All Prep teachers to teach for the Coach and to receive feedback on their lessons.
- **Spelling** – action research
- **Writing Marking Guide- analysis** of the Writing Marking Guide data with the Leadership team and Coach.
- **Watching others work** - Watch Others Work (WOW) with the focus on Reading to Learn.
- **Demonstration Lessons** - Demonstration Lessons taken by the Coach.
- **Video Samples / Video for reflection** - Prep teachers have their Reading to Learn cycle videoed and participate in a reflection session with the Coach.

**Action Research**

*Funding amount estimated on 2016 data. Actual funding will be determined after 2017 enrolment data are finalised.*
✓ Prep teachers participating in different action research projects focusing on either streamlining the Intensive Strategies or Spelling.

Writing Goals
✓ Prep teachers participating in a training sessions regarding Writing Goals.

In Class Support – refining the Reading to Learn Cycle
✓ Prep teachers working collaboratively with the Reading to Learn Coach to refine the Reading to Learn Cycle in their classroom.

Data Analysis
✓ Analysing Early Start Data and results from AEDC (Australian Early Development Census) to inform planning and begin to link it to the P-10 Literacy and Numeracy Continuum

Year 1

Planning with teachers
✓ Recently appointed Year One teachers to receive high levels of professional support including the opportunity to undertake R2L professional development.
✓ Planning units of work with the Coach.

Observations and feedback
✓ Teachers to teacher for and to share professional practice with the Coach and received feedback on their lessons.

Spelling
✓ Implement the R2L spelling program.

Writing Marking Guide
✓ All teachers to receive additional coaching pertaining to the Writing Marking Guide and the detailed interrogation of school and systemic data sets.

Watching others work
✓ All teachers to have had the opportunity to Watch Others Work (WOW) with the focus on Reading to Learn.

Demonstration Lessons
✓ All teachers have opportunities to watch Demonstration Lessons taken by the Coach.

Video Samples / Video for reflection
✓ Increase capacity by encouraging additional Year 1 teachers to have their Reading to Learn cycle videoed and participate in a reflection session with the Coach.

In Class Support – refining the Reading to Learn Cycle
✓ All Year 1 teachers to work collaboratively with the Reading to Learn Coach to refine the Reading to Learn Cycle in their classroom.

Data Analysis
✓ Analysing Early Start Data to inform planning and begin to link it to the P-10 Literacy and Numeracy Continuum

* Funding amount estimated on 2016 data. Actual funding will be determined after 2017 enrolment data are finalised.
**Year 2**

**Planning with teachers**
- Recently appointed Year Two teachers to receive high levels of professional support including the opportunity to undertake R2L professional development.
- All Year 2 teachers to plan units of work with the Reading to Learn Coach.

**Demonstration Lessons**
- All Year 2 teachers to teach a Demonstration Lesson for other teachers.

**Data Analysis**
- Extensive interrogation and responsiveness to NAPLAN Writing Data, A- E data and overall student performance data.
- Analysing Early Start Data to inform planning and links to the P-10 Literacy and Numeracy Continuum.

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**Year 3**

**Planning with teachers**
- All Year 3 teachers to refine their planning with the Reading to Learn Coach.
- Extensive interrogation and responsiveness to NAPLAN Writing Data, A- E data and overall student performance data.
- All Year 3 teachers to plan OneSchool scheduled units of work with the Reading to Learn Coach.

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**Year 4**

**Planning with teachers**
- New Year 4 teachers to receive high levels of professional support including the opportunity to undertake the eight day R2L course commencing in March.
- Year 4 teachers have planned with the Reading to Learn Coach.

**Spelling**
- All Year 4 teachers to work collaboratively together to refine a draft spelling overview for Year 4.

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**Year 5**

**Planning**
- All Year 5 teachers to refine their Reading to Learn units in collaboration with the coach and to explore opportunities to develop ICT activities underpinned with R2L pedagogies.
- Coordinating the additional staffing component allocated to Year 5 to realise the targets set to increase the number of students in the upper two band for all domains.

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**Year 6**

**Planning**
- All Year 6 teachers to refine and enrich the units of work planned with the Reading to Learn Coach.

**Spelling**
- All Year 6 teachers to work collaboratively together to refine a draft spelling overview for Year 6.

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*Funding amount estimated on 2016 data. Actual funding will be determined after 2017 enrolment data are finalised.*
Watching others work
- All teachers to continue their strong commitment to Watch Others Work (WOW) with the focus on Reading to Learn.

Demonstration Lessons
- All teachers to teach Demonstration Lessons for other teachers with the focus on Reading to Learn.

Video Samples / Video for reflection
- All teachers to have had a Reading to Learn cycle videoed and participated in a reflection session with the David Rose and a group of teachers.

General Comments

In 2017 the role of the role of the Coach will include:
- observing lessons and providing feedback;
- facilitating opportunities for teachers to ‘watch others work’ (WOWs);
- teaching demonstration lessons for new teachers or to clarify part of the cycle;
- collecting video vignettes of teachers at ACSS for self-reflection and/or professional development sessions;
- Collaboratively working with members of the Leadership Team to devise year level and teacher specific support programs responsive to data;
- facilitating action research projects, and;
- providing in class support to refine aspects of the cycle

Relationship building remains a major part of the Coach’s role. A significant amount of time is still required to build upon existing relationships and to develop new relationships. This remains necessary to ensure that individual relationships are built on trust and therefore to help build strong team relationships.

The role requires the Coach has reported on a weekly basis to members of the Leadership Team. This has enabled the Coach to keep the Leadership Team informed of how things are going and to keep the Leadership Team up to date with what the Coach is doing. This is most important so as to provide the Coach with feedback and the highest levels of collegial support as the school strives to build capacity and to enhance students’ achievements by specifically focussing on how learning occurs in all classrooms.

Early Start:

Synopsis of Actions:
- Early Start Data will be collected for Prep classes on entry and end of year. Data will be collected by a trained teacher aide one on one with each student. Each teacher will be taken off class for a full day to implement the reading and writing component with their students.

* Funding amount estimated on 2016 data. Actual funding will be determined after 2017 enrolment data are finalised.
Investing for Success

- Early Start Data to be collected for year 1 and year 2 at the end of the year. The gathering of the data will be conducted by teacher aides ‘one on one’, class teacher ‘one on one’ and also in some small groups with class teacher.
- Data will be interrogated to look at specific student results and also to look at class and year level strengths and areas for improvement.
- This year we will begin to use the Early Start Data in conjunction with the P-10 Literacy and Numeracy Continuum.
- Data will be analysed and responded to through year level moderation and planning sessions.

**Implementing and enhancing focused intervention activities:**

**Synopsis of Actions:**

- Screening and intervention programs in Prep and Year 1, and identified students in other year levels, as listed below in Speech Language Interventions.
- Additional teacher aide time provided across all year levels to enhance focussed intervention activities and intensive strategies in Reading to Learn cycle.
- Experienced teachers providing additional specific targeted intervention activities for students in Years 3, and Year 5 in Semester One and Years 2 and 4 in Semester 2.
- Deputy Principals and Principal running small group focused intervention classes in Years 3 and 5 in Literacy and Numeracy. (Weekly)
- Differentiation Committee meeting to oversee differentiation programs. (Weekly)
- School Support Committee meeting once a fortnight with D.P, H.O.S.E, SLP, G.O, STLaN and S.E.P. teachers to table and monitor programs and students’ progress. (Fortnightly)
- Recording of intervention/extension programs and reports with listed intervention/support strategies on OneSchool.

* Funding amount estimated on 2016 data. Actual funding will be determined after 2017 enrolment data are finalised.
Speech language initiatives:

Synopsis of Actions:

- Screening of Prep students with speech concerns, scoring of screeners, identifying future actions (Term 1/2)
- Speech Language teacher aide runs Prep intervention programs post Prep screening (Term 3/4)
- Year 1 post intervention screening (Term 3)
- Speech Language teacher aide runs Year 1 intervention programs based on screening results post Prep intervention programs. (Terms 1/2)
- Speech Language Pathologist attends and reports to School Support committee. (Once a fortnight)
- Speech language Pathologist meets with DP to negotiate upcoming term’s plan and case load. (End of every term)
- Speech Language Pathologist conducts new assessments, therapy and or programming as required, monitoring of screening and intervention programs, I.E.P input where required.

Speech language teacher aide to provide individual support programs for identified students in middle and upper year levels.

* Funding amount estimated on 2016 data. Actual funding will be determined after 2017 enrolment data are finalised.
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Paul Kingston
Principal
Albany Creek State School

Lisa Ribone
School Council Chairperson
Albany Creek State School