

Investing for Success

**Under this agreement for 2022
Yarrabilba State School will receive**

\$308 977*

This funding will be used to

- Improve student reading outcomes through the implementation of a whole school approach for the teaching of synthetic phonics and oral language development.
- Develop a school culture that supports staff, students and parents in developing a safe and supportive learning environment.


Our initiatives include

- Additional Speech Language Pathologist allocation to implement an oral language program and support the implementation of a synthetic phonics approach in all classrooms (Rose, 2005).
- Purchase decodable texts and resources for the implementation of synthetic phonics.
- Purchase resources to promote reading across the school.
- Provision of a Deputy Principal - Student Services to develop staff capability in supporting students at risk, provide support for Tier II and Tier III behavioural interventions, monitor student attendance and implement risk management plans with fidelity to increase student engagement, decrease office disciplinary referrals (Sugai, G. & Horner, R. H. 2009).

Our school will improve student outcomes by

• Employ additional Speech language Pathologist 0.4	\$41,000
• Employ full time Deputy Principal – Student Services	135,000
• Purchase resources, including decodable texts, to support the implementation of a whole school approach to teaching synthetic phonics.	\$47,500
• Purchase license for decodable online books through WUSHKA	\$7,500
• Employ teacher aide to provide reading/synthetic phonics intervention	\$57,977
• Expand the fiction and non-fiction collection in the library, including shelving	\$20,000
Total: \$308,977	

Rose, J. (2005). *Independent Review of the Teaching of Early Reading*. London: Dept. for Education and Skills.



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**Queensland
Government**