

Investing for Success

Under this agreement for 2018
Cleveland Education and Training Centre will receive

\$62 220*

This funding will be used to

Target	Measures
Deliver targeted intensive reading support to all young people with a priority focus on students within reading levels of PM 1 – 20.	Baseline/endpoint Student's individual reading results – at enrolment and prior to release Comparison Reading age/chronological age comparison using norm referenced diagnostic assessments Monitoring Staff feedback Student's documented progress
Improve accuracy levels to young person's instructional level (90-95% reading accuracy).	Baseline/endpoint Individual student reading levels at testing (instructional level and comprehensions) Comparison Reading age/chronological age comparison using norm referenced diagnostic assessments
Improve comprehension levels to a minimum satisfactory level (70%+ accuracy).	Monitoring Progressive updates student data Teacher/teacher aide notations
Deliver targeted, intensive comprehension reading support to all identified students with a comprehension score less than 70%.	Baseline/endpoint Individual student comprehensive score – initial and progressive updating Comparison Reading age/chronological age comparison using norm referenced diagnostic assessments Monitoring Teacher Aide/teacher notation Teacher reading notations Student results
'Close the Gap' between reading age and chronological age of students in detention	Baseline/endpoint P-10 Literacy continuum; Initial placement and progressive data through enrolment Comparison Literacy continuum Monitoring Student progression on continuum



Our initiatives include

Initiative	Evidence-base
Whole School Reading Framework to be further developed and refined in 2018 to embed practice and build capacity across school to improve student reading competence.	“Evidence-Based Reading Instruction for Adolescents Grades 6 – 12” Martha Hougen
Provide quality professional learning to build capacity in staff incorporating reading and assessment strategies – including but not limited to - modelling of guided and independent student learning, Gradual Release model, Evidence based instructional strategies	‘Identification and assessment contexts of Aboriginal and Torres Strait Islanders of Standard Australian English: Challenges for the Language testing community.’ D Angelo
Development of streamline Student Profile to be uploaded onto student files and provide easy, timely access to teachers for reporting.	‘Teaching Adolescents to Read: It’s not too late” Louisa C Moats
Continue to explore options to increase reading standards through a volunteer Support-a-Reader program.	

Our school will improve student outcomes by

Actions	Costs
Continue purchase additional teacher to implement a daily reading program which focuses on individual student’s needs and directly targets the priority teaching area of reading	\$21 000
Continue employ teacher aides to implement a daily reading program which focuses on individual student’s needs and directly targets the priority teaching area of reading	\$34 900
Purchase resources to continue embedding a balanced reading program across the centre – school and unit Purchase of Books and publications, Furnishings in classroom and library, Licence and Software	\$ 6 320
Providing Professional Development to support professional learning of teachers including STRIVE (Speech/Language specialists), Reading Centre – supporting readers through intervention, Youth Justice Speech and Language specialists – Operational Guidelines, Evidence Based Instructional strategies for Adolescent reading .	School, Department of Child Safety, Youth and Women, and Department of Education funded PD



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