

# Investing for Success

## Under this agreement for 2021 Ashgrove State School will receive

**\$213, 195\***

### This funding will be used to

Provide high impact teaching and learning strategies to support all students accelerate in the learning with a focus on reading outcomes. Our targets for improved student outcomes including the following:

- Target the number of students achieving a “C” standard or above in English to 99% in 2021.
- Target the number of Year 5 students in the top 2 bands in NAPLAN for reading to 75% by 2021.
- Target the number of Year 3 students in the top 2 bands in NAPLAN for reading to 80% by 2021.
- 60% of Year 2 students reading at a Stanine 7 or above in PAT-R data by end of the year
- 40% of Year 1 students reading at a Stanine 7 or above in PAT-R data by end of the year

### Our initiatives include

#### Evidence-based initiative that will assist the school in achieving our targets

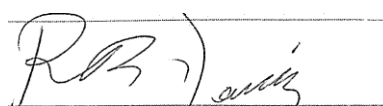
Improvement Initiatives	Evidence-base supporting the initiative
Implement an instructional coaching cycle for staff focusing on implementing high yield strategies for high achieving students	Knight, Jim (2011), Umistakable Impact
Build expert teaching teams via collective efficacy through: <ul style="list-style-type: none"> <li>- Professional learning team inquiry cycles</li> <li>- Maintaining and continuing to refine whole school guided reading pedagogy practices</li> </ul>	Hattie, John (2020), “Visible Learning” <a href="http://www.visible-learning.org">www.visible-learning.org</a> <ul style="list-style-type: none"> <li>- Collective Efficacy Effect Size 1.57</li> </ul> Dufour, R. & Dufour, R (2010) “Learning By Doing”
Regular analysis of data and alignment of pedagogical practices to ensure support provisions are aligned with individual students needs including individual reading goals for all students (set, monitored and feedback provided)	Sharratt, L. and Fullan, M. (2012) Putting Faces on the Data  Sharratt, L. (2019) Clarity – what matters most in Learning, Teaching and Leading  Hattie, J. & Timperley H. (2007) The Power of Feedback
Enhance support measures for staff and students to ensure a targeted response to student learning needs (particularly targeting reading outcomes) through: <ul style="list-style-type: none"> <li>- Continue to implement research based Early Years pedagogy</li> <li>- Smaller class size in the early years</li> <li>- Increased teacher aide hours in the early and middle phases of learning</li> <li>- Dedicated learning support aide and high achieving teacher aide for all year levels</li> </ul>	Hattie, John (2012), “Visible Learning For Teachers – Maximising Impact on Learning”: <ul style="list-style-type: none"> <li>- Early intervention – Effect size 0.5</li> <li>- Small group learning – Effect size 0.5</li> </ul>

## Our school will improve student outcomes by

Actions that deliver the initiative/s	Expected costs of human and physical resources
Employment of additional teacher aide time to support differentiation within classrooms and across cohorts for both high achieving and learning support students	\$132, 000
Additional staff funding allocation to maximize early intervention support	\$41, 195
Additional staff funding to support implementation of instructional coaching and support of high achieving students	\$40,000



**Glen O'Halloran**  
Acting Principal  
Ashgrove State School



**Roger Desailly**  
School council chair  
Ashgrove State School



**Queensland  
Government**