

Investing for Success

Under this agreement for 2022
Ashgrove State School will receive

\$230,292*

This funding will be used to

- We will provide high impact teaching and learning strategies that support all students to accelerate in their learning through improved English. Embed inclusive practices that empower every student to experience academic success.

Our targets for improved student outcomes include the following.

- Target the number of students achieving a 'B' or above in English to increase by 5% in 2022
- 100% of 2021 Year 3 students identified in U2B show positive relative gain in 2023 Year 5 NAPLAN Reading
- 100% of Year 2 students achieve positive gain in PAT-R reading
- 75% of Year 1 students reading at a Stanine 6 or above in PAT-R data by end of the year

Our initiatives include

Improvement Initiatives	Evidence-base supporting the initiative
Refine and continue an instructional coaching cycle for staff focusing on implementing high yield strategies for high achieving students	Knight, Jim (2011), Unmistakable Impact
Build expert teaching teams via collective efficacy through: <ul style="list-style-type: none"> Professional learning team inquiry cycles focused on highly able students Maintaining and continuing to refine whole school english pedagogy practices Staff engaging professional development with colleagues 	Hattie, John (2020), "Visible Learning" www.visible-learning.org <ul style="list-style-type: none"> Collective Efficacy Effect Size 1.57 Dufour, R. & Dufour, R (2010) "Learning By Doing"
Support provisions are aligned with individual students needs through <i>small group/one on one targeted support for students with learning difficulties and disabilities</i> <ul style="list-style-type: none"> Continue to implement research based Early Years pedagogy Smaller class size in the early years Increased teacher aide hours in the early and middle phases of learning Dedicated learning support aide and high achieving teacher aide for all year levels. 	Sharrat, L. and Fullan, M. (2012) Putting Faces on the Data Hattie, John (2012), "Visible Learning For Teachers" <ul style="list-style-type: none"> Maximising Impact on Learning": Early intervention – Effect size 0.5 Small group learning – Effect size 0.5

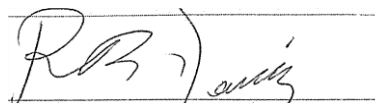


Our school will improve student outcomes by

Human Resource	Responsibilities	Cost
Advanced Learning Mentor	Mentoring, coaching of teaching staff in differentiation for highly able students Differentiated program development for students performing above year level	\$128,430
Advanced Learning Teacher Aide	Support teachers and highly able students with differentiated support	\$4,024
Teacher Aide Support	Support teachers and students with targeted, differentiated support for students with identified needs across all year levels.	\$97,838



Anita Bond
Principal
Ashgrove State School



Roger Desailly
School council chair
Ashgrove State school



**Queensland
Government**