

# Investing for Success

## Under this agreement for 2020 Ashgrove State School will receive

**\$225,079\***

### This funding will be used to

Provide high impact teaching and learning strategies that support all students to accelerate in their learning through improved reading. Our targets for improved student outcomes include 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.
- 50% of Year 2 students reaching PM Level 26 by the 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 a whole school approach to improving reading through: <ul style="list-style-type: none"> <li>- Implementing an inquiry cycle</li> <li>- Setting agreed expectations within phases of learning around implementation of reading instruction</li> <li>- Building a common language for the teaching of reading</li> <li>- Using effective pedagogical practices (eg Guided Reading)</li> <li>- Establishing consistency of student goals</li> </ul>	Hattie, John (2012), “Visible Learning For Teachers – Maximising Impact on Learning: <ul style="list-style-type: none"> <li>- Teaching Strategies –effect size 0.62</li> <li>- Student goals effect size – 0.50</li> </ul>
Teachers provide effective student feedback on reading progress so that students have goals and know where they are going, how they are performing and know their next steps to improve their reading	Hattie, John (2012), “Visible Learning For Teachers – Maximising Impact on Learning <ul style="list-style-type: none"> <li>- Feedback effect size - 0.75</li> </ul> Hattie andTimperly (2017)
Comprehension strategies taught are based on regular data analysis to identify and respond to individual student strength and weakness. This data analysis allows teachers to evaluate and adapt or change strategies to meet the learning needs of students.	Hattie, John (2012), “Visible Learning For Teachers – Maximising Impact on Learning”: <ul style="list-style-type: none"> <li>- Small group learning effect size – 0.4</li> <li>- Response to Intervention effect size – 1.07</li> <li>- Providing formative evaluation effect size 0.90</li> </ul> Rigney (2010) “The Matthew Effect” <ul style="list-style-type: none"> <li>- Early Intervention</li> </ul>
Build expert teaching teams to support coaching and mentoring across the school, providing feedback to teachers to support improved practice	Hattie, John (2012), “Visible Learning For Teachers – Maximising Impact on Learning”: <ul style="list-style-type: none"> <li>- Feedback effect size - 0.75</li> </ul>
Make visible and specifically teach the literacy demands of the curriculum.	Hattie, John (2012), “Visible Learning For Teachers – Maximising Impact on Learning”: <ul style="list-style-type: none"> <li>- Teacher Clarity effect size - 0.75</li> </ul>
Teaching the literacy demands of all assessment tasks.	

## 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	\$180,000
Additional funding added to staffing allocation to ensure lower class sizes where necessary	\$45,079



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Ashgrove State School



**Queensland  
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