

# Investing for Success

Under this agreement for 2019  
NASHVILLE STATE SCHOOL will receive

**\$113,940\***

## This funding will be used to

Target	Measures
100% of classroom teachers implementing +0.40 effect size influences.	<p><b>Baseline</b></p> <ul style="list-style-type: none"> <li>100% of classroom teaching staff implementing at least 1 &gt;0.4 effective size influence.</li> </ul> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>Characteristics of good feedback checklists</li> <li>Pre and post self-reflections from 10 Mindframes for Visible Learning: Teaching for Success( 2018)</li> </ul> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>Class walk throughs</li> <li>PD plans</li> </ul>
Increase the percentage of student achieving Metropolitan Region Benchmarks for reading at each year level	<p><b>Baseline</b></p> <ul style="list-style-type: none"> <li>85% of students to meet Metropolitan Reading Benchmarks</li> </ul> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>Fountas and Pinnell Benchmark levels</li> </ul> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>Teacher Reading Planning Documents</li> <li>Data conversations</li> <li>Growth in Literacy Continuum Cluster attainment</li> <li>Individual Reading Plans</li> </ul>

## Our initiatives include

Initiatives	Evidence base
<p>Developing and implementing an intensive cycle of teaching reading involving all student focussed and on individual student's reading development needs</p> <p>Implementing Phonemic awareness and Phonological awareness programs</p> <p>Using band scale data to inform differentiated teaching and learning of language and reading for Indigenous students</p>	<ul style="list-style-type: none"> <li>Sharratt, L, &amp; Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, USA</li> <li>Hattie, J., 2012. Visible Learning for teachers- Maximizing Impacts on Learning. Routledge, Oxon, UK.</li> <li>Crowther, F., 2011, From School Improvement to Sustained Capacity, Corwin, California. USA</li> </ul> <p>Mercier Smith, J.L., Fien, H., Basaraba, D., Travers, P, 2009, Planning, Evaluating, and Improving Tiers of Support in Beginning Reading. Council for Exceptional Children.2009 Vol 41, Issue 5.</p>
Building teacher expertise in making learning and thinking visible 100%	<ul style="list-style-type: none"> <li>Fisher D, Frey N, Hattie J (2016) Visible Learning for Literacy. Corwin Literacy, Australia</li> <li>Ritchhart R, Church M and Morrison K (2011) Making Thinking Visible: How to promote engagement, understanding and independence for all learners. Jossey-Bass, San Francisco, USA.</li> <li>Hattie J and Clarke S (2019) Visible Learning: Feedback. Routledge, NY, New York, USA.</li> </ul>

\* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



### Our school will improve student outcomes by

Employing additional speech language pathologist time to focus on Prep assessment and staff training in oral language programs.	\$ 10,494
Guided Reading Teacher Aide support 4 times per week in each classroom	\$ 51,000
Employ staff to run Transition program and program materials	\$ 6,800
Professional reading materials	\$ 1,080
Webinar development - TDQ	\$ 2,000
Implementing learning walks, case management and data conversation with all teachers	\$ 15,000
Establishing a whole school Phonics Program including resource acquisition and Professional Development	\$ 8,000
Investigating and implementing Visible Learning pedagogical framework.	\$ 19,566
<b>Total</b>	<b>\$113,940</b>



**Janet Bannah**  
Principal  
Nashville State School



**Tony Cook**  
Director-General  
Department of Education

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