

Great Results Guarantee

**Under the agreement for 2015
Nashville State School will receive**

\$80,680*

*Estimated on 2014 data. Actual funding will be determined after 2015 enrolment data is finalised.

This funding will be used to

Guarantee that our students from P to Year 3 will either achieve their year level target or have an evidence based learning plan in place to address their specific learning needs. 2014 - 2015 Outcomes:

- Increase the % of Prep students achieving PM Level 9 in reading to 70% by 2015.
- Increase the % of Year 1 students achieving PM Level 19 to 85% by 2015.
- Increase the % of Year 2 students achieving PM Level 26-30 in reading to 85% by 2015.
- Increase the % of Year 3 students meeting NMS in reading to 100% by 2015.
- Increase the % of Year 3 harder problems correct.
- Develop a learning plan for every student currently below NMS in reading for Year 3.
- Build teacher capability through focused coaching and professional development to improve student learning outcomes.
- Decrease % students identified for support through the Quick Test of Oral Language and the Year 1 Astronaut test by 3% per year.
- Case manage all Nashville State School students within 5 weekly data collection and analysis cycles.

Our strategy will be to

Continue to implement Nashville State School's strong improvement agenda based around 2014 – 2017 Quadrennial School Review and 2015 Annual Improvement Plan. In 2015 a renewed and focused effort on:

- Increase oral language programming in Prep and Year 1.
- Build teacher capacity in explicit teaching through coaching and lesson observations (John Fleming, Archer and Hughes, John Hattie, Lyn Sharratt), facilitate staff reading circles and targeted professional development.
- Targeted teacher and teacher aide PD focusing on writing, spelling, reading and oral language (STRIVE).
- The development of an expert teaching team through formal lesson observations and feedback by principal, HOC and peers (Watching Others Work).
- Develop a culture of high expectations and collaboration by sharing and reviewing school data at staff meetings and analysing strengths of programs and teaching strategies and celebrating progress.
- Individually case manage P-3 students with attendance below 95%.
- Provide professional development for Teacher Aides to further develop their capacity to improve reading, writing, spelling, More Support for Students With Disabilities and differentiation.
- Engage parents as partners in the school community to improve student outcomes in reading programs such as support-a-reader.
- Early intervention programs in Prep based on Brigrance, Early Start and Quick Test of Oral Language.
- Collaborate and network with pre-prep service providers to develop foundational programs that promote a seamless transition to formal schooling.

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Our school will improve student outcomes by

Strategy: Building Capacity <ul style="list-style-type: none"> • Create a culture of collegial support through coaching and mentoring. • Provide reading focused PD for parents, volunteers, aides and teachers - using online courses, targeted PD sessions and PD Café approach. • Building Capacity Teaching Team (John Fleming) workshops. • Moderation. • Professional Reading Circles. 	\$5 000
Strategy: Data Collection and Analysis <ul style="list-style-type: none"> • Collect base line data from Early Start in prep and at 5 week intervals (P-3) and analyse distance travelled. • Collect data from Oral Language Quick Test and ELF program and develop individualised programs. 	\$2 680
Strategy: Support and Intervention <ul style="list-style-type: none"> • Increase the Speech Language Pathologist allocation to .2 (\$10 000). • Implement the STRIVE vocab program from P-6. • Continue to purchase and make Reading and Numeracy Resources both electronic and hard copy to support Early Years Reading Program and whole school writing program and provide PD in the explicit teaching of Reading to teachers and teacher aides and workshops to parents. • Employ teacher aides to support the teaching of reading and writing (P-3) in the classroom, support and implement individualised and intensive targeted intervention for speech, fine motor, gross motor, numeracy and oral language programs as required. Utilise specialist support teacher to help provide quality intervention. • Development of Individual Curriculum Plans for all students not achieving at year level standard. 	\$70 000
Strategy: Social Skill Development <ul style="list-style-type: none"> • Develop lessons to specifically teach school wide expectations. 	School funded
Strategy: Data and Explicit Teaching Coach <ul style="list-style-type: none"> • Training key teachers to be coaches and mentors. 	\$3000
	\$80 680



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Nashville State School



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