

Investing for Success

Under this agreement for 2019
Glennie Heights State School will receive

\$94,450*

This funding will be used to

- Increase the percentage of students meeting NAPLAN national minimum standard in Year 3 reading from 80% to 100%.
- Increase the percentage of students meeting NAPLAN national minimum standard in Year 3 numeracy from 94% to 100%.
- Increase the number of students in the NAPLAN upper two bands in Year 3 reading to 20%.
- Increase the number of students in the NAPLAN upper two bands in Year 3 numeracy to 20%.
- Diagnose learning difficulties for students.
- Develop an evidence based learning plan for students who are below the National Minimum Standard.
- Improve Teacher and Teacher Aide capabilities through focused coaching and professional development.

Our initiatives include

- Use an on-going process of identifying student's current achievement level, determining the student's future learning needs, teaching to these needs, re-assessing effectiveness of the teaching strategy and then embarking on the next learning cycle.
 - Review student data on a fortnightly cycle to adjust curriculum, resources and pedagogy.
- Evidence:-
- Breakspear, Simon – Leading Innovative Change starts with frontline educators.
 - Dempster, Easey and Pearson – Principals as literacy leaders with indigenous communities – evidence and ideas, gathering techniques for school leaders.
 - Fullan, Michael – The six secrets of Change (2008).
 - Konza, Pond, Michael & Fried – Implementing the Big 6 – Practical applications for the classroom.

Our school will improve student outcomes by

Building Teacher capacity in data analysis (particularly in the use of systemic (NAPLAN) and other data, Progressive Achievement Tests (PatR, PatM), Progress for Meaning (PM) Benchmarking & Informal Prose.	\$0
Engage specialist educators, teachers and teacher aides to coach individual or small groups of identified students (at least 3 times wkly) as part of the <i>Intensive Reading Program</i> and school based <i>Reading Framework</i> to provide intensive instruction based on individual learning goals and specific teaching strategies.	\$ 90 000
Purchase high impact, sustainable resources that support developing literacy and numeracy skills.	\$0
Implementing a 'cycle of review' which provides opportunities to collect, analyse and share data.	\$1250
Developing teacher and teacher aide capacity through utilisation of the Personal Professional Development Process (including Australian Professional Standards for Teachers and Qld Public Service Capability and Leadership Framework).	\$0
Allocate Teacher Relief Scheme (TRS) to support cross-year moderation working groups, once a term, in week 7.	\$3 200



Paul O'Mara
Principal
Glennie Heights State School



Tony Cook
Director-General
Department of Education

* 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.



**Queensland
Government**