

Investing for Success

Under this agreement for 2022

Glennie Heights State School will receive

\$113 200*

This funding will be used to

- Increase to 80% the number of students (approx. 19 students) in each year level achieving A-C in Semester Report Card for Mathematics
- Support an increase in Scale scores in PatR adaptive testing
- Diagnose numeracy learning difficulties for students through employment of additional staff
- Develop personalised learning plans for students who are below the National Minimum Standard in NAPLAN
- 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.
- Approach all areas of the curriculum with an awareness of numeracy and embedded numeracy goals

Evidence:-

- Breakspear, Simon – Leading Innovative Change starts with frontline educators
- Goos, Merrilyn; Geiger, Vince; Forgasz, Helen; Bennison, Anne- Numeracy Across the Curriculum Research-based strategies for enhancing teaching and learning (2018)
- Fullan, Michael – The six secrets of Change (2008)

Our school will improve student outcomes by

- Building Teacher capacity in data analysis (particularly in the use of school based reporting, systemic (NAPLAN) and other data (PatR, PatM) **\$0**
- Engage specialist educators, teachers and teacher aides to coach individual, small group and large groups of identified students as part of the *Hands On Approach to Maths Program* to provide intensive instruction based on individual learning goals and specific teaching strategies. **\$ 95 000**
- Purchase high impact, high sustainability resources that support developing numeracy skills **\$10 000**
- Implementing a 'cycle of review' which provides opportunities to collect, analyse and share data **\$1 200**
- Developing teacher and teacher aide capacity through utilisation of the Personal Professional Development Process (inc. Australian Professional Standards for Teachers and Qld Public Service Capability and Leadership Framework) **\$3 000**
- allocate TRS to support cross-year moderation working groups, once a term, in week 7 **\$4 000**



Paul O'Mara
Principal
Glennie Heights State School



Michael De'Ath
Director-General
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**Queensland
Government**