

Investing for Success

**Under this agreement for 2016
Glenmore State School will receive**

\$245,120*

This funding will be used to

- Implement initiatives to increase school-wide attendance from 88.5% (2015) to >90% and to reduce the gap between indigenous and non-indigenous attendance from 11% to 7%.
- Increase the school's capacity to provide early intervention for Prep and Year 1 students, with particular focus on oral language, to achieve a 20% reduction in the number of students identified through screening processes.
- Ensure that 100% of Year 3 students in 2016 meet or better the NMS in Numeracy and Literacy or have an Individual Learning Guarantee in place to address their specific learning needs.
- Ensure that 100% of Year 5 students in 2016 meet or better the NMS in Numeracy and Literacy or have an Individual Learning Guarantee in place to address their specific learning needs.
- Build student wellbeing and emotional resilience.
- Build teacher capacity with the analysis and use of data, with a particular focus on facilitating growth of upper two band students.

Our initiatives include

- Implementing rigorous attendance tracking using additional administration time to collate data for follow-up by the school's attendance team (Principal, DP, HOSES, HOC, Indigenous worker).
- Using the Fleming Model of Explicit Instruction in every classroom as the pedagogy to teach Mathematics and English. Providing professional development for all teachers to develop mastery level for Explicit Instruction.
- Forming an additional Prep class to reduce class sizes and implementing an oral language program in Prep and Year 1 using specialised teacher aide skills; screening hearing of all Prep students.
- Providing teachers with professional development in high yield teaching practices in Mathematics; embedding HOT Maths hour in all classrooms to develop higher order thinking skills.
- Using 5-weekly data analysis linked to school benchmarks to inform teaching (Sharratt and Fullan, Putting Faces on the Data); developing teachers' capacity to collate data using OneSchool facilities; releasing teachers for data analysis sessions with data leader and Principal.
- Using in-depth analysis of NAPLAN data using the CQ3S analysis tool; formulating action plans focussing on the top three bands and students close to moving to the next band.
- Developing and implementing proactive programs to build student capacity in conflict resolution, anger management and resilience using additional Guidance Officer time.

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Our school will improve student outcomes by

- Purchasing additional administration time to download and collate daily attendance data \$9880
- Purchasing teacher time to reduce Prep class sizes and to increase capacity to deliver intervention in Prep \$28 800
- Purchasing a hearing screener and hearing screener app \$2000
- Purchasing resources targeted to upper two band students \$4000
- Purchasing additional Guidance Officer time \$36 000
- Purchasing additional teacher time to employ a data leader \$14 400
- Improving teacher capability in the Fleming Model of Explicit Instruction with targeted coaching and professional development for all teachers \$28 000
- Purchasing teacher aide time for oral language intervention in Prep and Year 1, and to support Year 3 and 5 students in literacy and numeracy \$62 640
- Purchasing teacher aide time to support attendance and the engagement of indigenous students in literacy and numeracy \$59 400



Mark Dunlop
Principal
Glenmore State School



Dr Jim Watterston
Director-General
Department of Education and
Training