

# Investing for Success

**Under this agreement for 2018  
Glenmore State School will receive**

**\$250,326\***

## This funding will be used to

Target	Measures
<ul style="list-style-type: none"> <li>Close the Gap in reading achievement of current (2018) Year 1 Aboriginal and Torres Strait Islander students by 2020</li> <li>Provide targeted support for students entering Prep at Glenmore State School, to reach their age-appropriate reading level by the commencement of Year 3, unless identified with specific learning needs following Guidance referral</li> <li>Provide intensive support for students in Years 1, 2 and 3 who are not meeting reading benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>Baseline / endpoint:               <ul style="list-style-type: none"> <li>English %C or better Year 1, Semester 1 &amp; 2 (2017)</li> <li>English %C or better Year 1, Semester 1 &amp; 2 (2018)</li> <li>English %C or better Year 2, Semester 1 &amp; 2 (2019)</li> <li>English %C or better Year 3, Semester 1 &amp; 2 (2020)</li> <li>Year 3 NAPLAN Reading data (including National Minimum Standard - NMS) 2017 to 2020</li> <li>Student absence data 2017 - 18</li> </ul> </li> <li>Comparison:               <ul style="list-style-type: none"> <li>Glenmore SS English A-E data and NAPLAN Reading data 2017-2020</li> <li>Similar Queensland State Schools (SQSS) English and NAPLAN Reading data 2017-2020</li> <li>Glenmore SS reading benchmark data 2017-2020</li> <li>Student absence data 2018-2020</li> </ul> </li> <li>Monitoring:               <ul style="list-style-type: none"> <li>Number of indigenous students identified as I/EALD and bandscaled in OneSchool</li> <li>Student progress on P-10 Literacy Continuum</li> <li>Student progress against Glenmore State School reading benchmarks</li> <li>English A-E data</li> <li>Speech Language Pathologist (SLP) oral language screening data</li> <li>Student work samples – oral language, reading and writing</li> <li>Student attendance rates</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Increase the percentage of Year 5 students achieving Upper Two Bands in 2018 NAPLAN Writing to 10% in 2018</li> <li>Improve the retention rate of Upper Two Band (U2B) students from Year 3 to 5 in NAPLAN Writing, through 2019 and 2020 by 5% per year</li> <li>Reduce the number of students at or below National Minimum Standard (NMS) in NAPLAN writing by 5%</li> </ul>	<ul style="list-style-type: none"> <li>Baseline / endpoint data               <ul style="list-style-type: none"> <li>Glenmore SS NAPLAN Writing data – Year 3 &amp; 5 - 2015 to 2017</li> <li>English A-E data 2017 onwards</li> <li>Literacy Continuum data current Year 5 students</li> <li>Student attendance data 2017 - 18</li> </ul> </li> <li>Comparison:               <ul style="list-style-type: none"> <li>Glenmore SS NAPLAN Writing data 2018 to 2020</li> <li>English A-E data 2018 to 2020</li> <li>NAPLAN Writing data – SQSS, State, Nation</li> <li>Student attendance data 2018 - 2020</li> </ul> </li> <li>Monitoring:               <ul style="list-style-type: none"> <li>Student progress on Literacy Continuum</li> <li>Student progress against learning goals and NAPLAN writing criteria</li> <li>Student work samples matched to learning goals</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ Examples of feedback to students</li> <li>○ Student articulation about Upper Two Band writing exemplars</li> <li>○ Student attendance rates</li> </ul>
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## Our initiatives include

Initiative	Evidence-base
<p>Establish culturally responsive case-management approaches to indigenous students' reading achievement by:</p> <ul style="list-style-type: none"> <li>○ Implementing systems of identification of I/EALD students from initial enrolment to teacher observation checklists</li> <li>○ Implementing a three-tiered system of intensive reading support for students identified "at risk" and "on watch"</li> <li>○ Monitoring and responding to attendance concerns with identified students</li> <li>○ Completing guidance referral processes in cases of specific concerns about student progress</li> <li>○ Increasing parent awareness of I/EALD through school – community liaison</li> </ul> <p>Establish systems of early identification of students' language needs and provide targeted support by:</p> <ul style="list-style-type: none"> <li>○ Screening all Prep students' oral language capabilities</li> <li>○ Implementing OLLEY, POND and STRIVE programs to strengthen oral language development</li> <li>○ Implementing a three-tiered system of intense reading support for students in Prep to Year 3 identified as not achieving school reading and/or writing benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>• Angelo, D 2013. 'Identification and assessment contexts of Aboriginal and Torres Strait Islander learners of SAE'. Language Testing and Assessment, Vol. 2, pp. 67-102.</li> <li>• Stuart, M and Stainthorp, R 2015, Reading Development and Teaching. Sage, London.</li> <li>• Sharratt, L, &amp; Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, US</li> </ul>
<p>Establish effective case-management and monitoring processes for Year 4 and 5 students based on Year 3 NAPLAN writing achievement by:</p> <ul style="list-style-type: none"> <li>○ Mapping Year 3 writing achievement and tracking progress via the Literacy continuum and NAPLAN writing criteria</li> <li>○ Setting specific learning goals in writing to enable appropriate growth from Year 3 to 5</li> <li>○ Providing regular feedback to students in relation to learning goals</li> <li>○ Facilitating student engagement with Upper Two Band writing exemplars</li> <li>○ Refining Daily Writing Warm-ups</li> <li>○ Providing Year 4 and 5 teachers with professional learning: <ul style="list-style-type: none"> <li>○ NAPLAN Writing criteria</li> <li>○ Gradual release for Upper Two Band students</li> <li>○ Developing students' writing capabilities and writing flair</li> <li>○ Modelled writing lessons by writing coach</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sharratt, L, &amp; Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, US</li> <li>• Archer, AL and Hughes, 2011, Explicit Instruction: Effective and Efficient Teaching, Guildford Press, NY</li> <li>• Kleinhenz E and Fleming J, 2007, Towards a Moving School; Developing a Professional Learning and Performance Culture, ACER, Australia</li> <li>• Hattie J and Temperley H, 2007, The Power of Feedback</li> </ul>



## Our school will improve student outcomes by

Actions	Costs
Purchasing 0.6 FTE teacher time for Prep to Year 3 intensive reading support	\$48 986
Purchasing Guidance Officer time to enhance the identification of specific learning needs and student wellbeing	24 484
Purchasing 0.1 FTE Speech Language Pathologist	9 289
Purchasing 1.0 FTE teacher time to effectively meet student learning needs in Years 1 to 5	81 614
Purchasing teacher aide time to support student learning needs and engagement	73 914
Purchasing administration time to process absence data for action by attendance team	7 839
Providing Year 4 and 5 teachers with professional learning targeted at Upper Two Band writing expectations through release time with writing coach; release time for writing coach to work with Year 4 and 5 teachers	3 200
Providing Year 4 and 5 teachers with targeted professional learning focussed on the NAPLAN writing criteria with an experienced NAPLAN writing marker	1 000
<b>TOTAL</b>	<b>\$250,326</b>



**Mark Dunlop**  
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Glenmore State School



**Patrea Walton**  
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Department of Education

