

Investing for Success

Under this agreement for 2019
Glenella State School will receive

\$72 731*

This funding will be used to

- Achieve the National Minimum Standard (NMS) for literacy and numeracy for their year level Or have an evidence-based plan, developed by the school, in place to address their specific learning needs (Individual Learning Guarantee)
- Improve student achievement in the Upper 2 Bands (U2B) of NAPLAN in Year 5 Numeracy from 35% to 50%
- Improve student achievement in the Upper 2 Bands (U2B) of NAPLAN in Year 5 Reading from 36% to 50%
- Increase the percentage of students achieving a level C or higher in English across P-2 from 80% to 90%
- Increase the percentage of students achieving a level C or higher in Mathematics across P-2 cohort from 85.5% to 95%
- Increase the A-B Percentage across the entire school from 44% to 50%

Our initiatives include

- Build Teacher capability around Oral Language Development in the Early Phase of Learning.
- Build teacher capacity around the teaching of Reading with a particular emphasis on the inferential level of comprehension. Specific lessons and texts will be devoted to focus on The Three Reading Comprehension Strategies in P-2 and Four Strategies in Year 3-6 as identified in Internal Monitoring and Systemic Data Collection in order to improve student achievement.
- Develop teacher capability around the Critical and Creative thinking components identified in the National Curriculum – with a particular focus on the Competency Strands in Mathematics (Proportional Reasoning in 2019)
- Engage the Support Teacher Literacy and Numeracy (STLaN) to work with 3-5 (Pre-NAPLAN) and Prep-4 (post NAPLAN) who are identified as being C or higher in Literacy and Numeracy.
- Deploy further teacher-aide time to teachers, particularly in Prep to 2, in order for them to group students more effectively and target specific small groups to improve the number of students achieving a C or higher.
- Build staff Capacity and Capability in the Teaching of Reading and Mathematics in Pre-NAPLAN phase and then Prep – Year 2 in Post-NAPLAN phase through coaching, mentoring and specific meetings which allow staff to share and develop their knowledge.
- Facilitate Planning and Moderation days for teachers to plan and assess in groups with the National Curriculum
- Facilitate Professional Learning Communities (PLC) at Glenella for ALL staff to include Profiling.
- Engage Principal coach for High Performance Schools organisation to facilitate PLC formation and Cluster Professional Development.
- Fund a playgroup for 1 morning a week to promote retention, early literacy and numeracy development and community engagement
- Expand extension program enabling teachers to work collaboratively to plan and implement Individualised Learning Plans for students

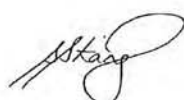
* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



**Queensland
Government**

Our school will improve student outcomes by

- Employing The Learning Support Teacher to enact NAPLAN Extension and Support Program - \$10000
- Employing Speech Language Pathologist for 1 day a week to support Oral Language Development in the Early Phase of Learning - \$18000
- Providing Professional Development for Teachers including release time for Professional Learning Communities - \$10000
- Employing casual teacher aides to implement and support intervention programs – Individual Learning Guarantees to improve students achieving NMS in Literacy and Numeracy - \$29731
- Coaching and Mentoring Release Time for Teachers - \$5000



Samuel Strang
Principal
Glenella State School



Tony Cook
Director-General
Department of Education

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