

Investing for Success



Under this agreement for 2019
Glenwood State School will receive

\$57,458*

This funding will be used to

Target	Measures
1. All students experience 12 months growth in reading and spelling. 2. Moving D/E students to C in English.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ Australian Curriculum English assessment 83% of students C or better (Semester 1, 2017) ○ Australian Curriculum English assessment 84% of students C or better (Semester 2, 2017) ○ Australian Curriculum English assessment 85% of students C or better (Semester 1, 2018) ○ Australian Curriculum English assessment 89% of students C or better (Semester 2, 2018) ○ Year 3 NAPLAN Reading National Minimum Standard (NMS) data – 85% light blue; (2016) ○ Year 3 NAPLAN Reading (NMS) data – 100% light green; (2017) ○ Year 3 NAPLAN Reading (NMS) data – 92% light blue; (2018) ○ Year 3 NAPLAN Spelling (NMS) data – 71% red; (2016) ○ Year 3 NAPLAN Spelling (NMS) data – 87% light blue; (2017) ○ Year 3 NAPLAN Spelling (NMS) data – 85% light blue; (2018) ○ Year 5 NAPLAN Reading (NMS) data – 90% light blue; (2016) ○ Year 5 NAPLAN Reading (NMS) data – 84% light blue; (2017) ○ Year 5 NAPLAN Reading (NMS) data – 100% light green; (2018) ○ Year 5 NAPLAN Spelling (NMS) data – 100% light green; (2016) ○ Year 5 NAPLAN Spelling (NMS) data – 69% red; (2017) ○ Year 5 NAPLAN Spelling (NMS) data – 100% light green; (2018) ○ LEM Phonics Phonemic Awareness Assessment – Terms 1&3, 2019 ○ PM or Probe Diagnostic reading assessment 2017-2018 • Comparison: <ul style="list-style-type: none"> ○ Distance travelled compared historically (by student) for same length of teaching time – C2C English Assessment, NAPLAN Reading & Spelling and Reading/Spelling diagnostic reading assessment over 1-2 year period (depending on year level) • Monitoring: <ul style="list-style-type: none"> ○ Teacher pre-moderation and post-moderation English Documents ○ Teacher aide planning documents and observations for Daily Rapid Reading (DRR) and Reading Links (RL). ○ C2C English A-E data ○ Student feedback and work samples. ○ NAPLAN Reading and Spelling -‘Mapping school achievement and improvement’ ○ Movement on diagnostic reading, phonological awareness and spelling assessment progress charts.

* 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 initiatives include


Initiative	Evidence-base
<ul style="list-style-type: none"> • Incorporate evidence-based teaching practices into elements of reading, phonological awareness and spelling • Use of Data Wall and providing time for teaching staff to plan effectively for reading and spelling using data to inform the teaching and learning program aligned to the Australian Curriculum • Continue Daily Rapid Reading and Reading Links program for D/E students • Light Educational Ministries (LEM) Phonics professional development for all teachers and teacher aides. 	<ul style="list-style-type: none"> • Fullan, M & Sharratt, L 2012 <i>Putting Faces on the Data: What Great Leaders Do!</i>, Corwin, California, USA. • Timperley, H 2011 Using student data for professional learning: focusing on student outcomes to identify teachers' needs (online) http://www.education.vic.gov.au/Documents/about/research/timperley_assessment.pdf <ul style="list-style-type: none"> • Sharratt, LD, 2018 <i>Clarity: What Matters Most in Learning, Teaching and Leading</i>. Corwin & Acel

Our school will improve student outcomes by

Actions	Costs
Employ 2 Teacher aides to conduct Rapid Reading and Reading Links intervention with identified students.	\$55,458
Provide targeted resources – LEM Phonics	\$2000



Darren Sengstock
Principal
Glenwood State School



Tony Cook
Director-General
Department of Education

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