Under this agreement for 2014
Glennie Heights State School will receive

This funding will be used to

- Increase the percentage of students meeting NAPLAN national minimum standard in Year 3 reading from 89.5% to 100%.
- Increase the number of students in the NAPLAN upper two bands in Year 3 reading from 1% to 10%.
- Diagnose learning difficulties for students
- Develop an evidence based learning plan for students who are below the National Minimum Standard
- Improve Teacher and Teacher Aide capabilities through focused coaching and professional development

Our strategy will be to

- 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.

Evidence:
- Dempster, Easley and Pearson – Principals as literacy leaders with indigenous communities – evidence and ideas, gathering techniques for school leaders
- Konza, Pond, Michael & Fried – Implementing the Big 6 – Practical applications for the classroom

Our school will improve student outcomes by

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Teacher capacity in data analysis (particularly in the use of systemic (NAPLAN) and other data (PatR, PM Benchmarking &amp; Informal Prose)</td>
<td>$0</td>
</tr>
<tr>
<td>Engage specialist educators to coach individual or small groups of identified students (at least 4 times wkly) as part of the Big 6 Literacy Program to provide intensive instruction based on individual learning goals and specific teaching strategies.</td>
<td>$35,000</td>
</tr>
<tr>
<td>Employing support teacher aides to assist identified individuals and small groups in the implementation of the Big 6 Literacy Program, Project 600 Reading (Year 3 and Year 5) and CARS and STARS intervention program</td>
<td>$6,634</td>
</tr>
<tr>
<td>Implementing a ‘cycle of review’ which provides opportunities to collect, analyse and share data</td>
<td>$0</td>
</tr>
<tr>
<td>Developing teacher and teacher aide capacity through utilisation of the Personal Professional Development Process (including Australian Professional Standards for Teachers and Qld Public Service Capability and Leadership Framework)</td>
<td>$0</td>
</tr>
</tbody>
</table>
Great Results Guarantee

Dr Jim Watterston
Director-General

Paul O'Mara
Principal
Glennie Heights State School

*Based on 2013 data. To be updated when 2014 enrolment data is finalised.

Great state. Great opportunity.