

# Investing for Success

Under this agreement for 2017  
Glenvale State School will receive

**\$306,152\***

## This funding will be used to

- School priority : **reading**
  - Target : increase the percentage of students meeting the DDSW region reading benchmark to 90%.
  - Target : improve teacher capability in analysing and using literacy/numeracy data to improve student outcomes.
  - Target : Maximise overall reading outcomes for students, including the percentage of students achieving the National Minimum Standard and Upper 2 Bands:
 

<i>Year 3: Reading</i>	<i>NMS target: 95%</i>	<i>U2B target: 35%</i>
<i>Year 5: Reading</i>	<i>NMS target: 90%</i>	<i>U2B target: 25%</i>
- School priority : **writing**
  - Target : maximise overall **writing** outcomes for students, including the percentage of students achieving the National Minimum Standard and Upper 2 Bands:
 

<i>Year 3: writing</i>	<i>NMS target: 95%</i>	<i>U2B target: 40%</i>
<i>Year 5: writing</i>	<i>NMS target: 90%</i>	<i>U2B target: 25%</i>
- School priority : **numeracy**
  - Target : maximise overall **numeracy** outcomes for students, including the percentage of students achieving the National Minimum Standard and Upper 2 Bands:
 

<i>Year 3: numeracy</i>	<i>NMS target: 95%</i>	<i>U2B target: 25%</i>
<i>Year 5: numeracy</i>	<i>NMS target: 95%</i>	<i>U2B target: 20%</i>

## Our initiatives include

- Targeting specific groups of students and implement research validated intervention programs.  
*Evidence: Fountas & Pinnell Leveled Literacy Intervention (LLI) System Case Study, (2011)*
- Building teacher capability in analysing student performance data to develop differentiated programs to improve student outcomes.  
*Evidence: Tomlinson, C.A, (2001 – 2003) Fulfilling the promise of the differentiated classroom  
Glenvale State School Curriculum and Assessment Framework*
- Employing a full time pedagogical coach to lead teachers in data analysis and explicit instruction practices.  
*Evidence: Archer, Anita. 2011. "Explicit Instruction: Effective and Efficient Teaching"  
Whitmore, J. (2005). Coaching for performance: GROWing, people, performance and purpose. (3rd ed.)*
- Increasing leadership density through establishing key teachers as Pedagogical Leaders including coaching and developing high performing teams.  
*Evidence: Hargreaves, (2008), Professional Culture and Communities  
DuFour, R and Fullan,, (2013) Cultures built to last: systemic PLCs at Work Hawker  
Brownlow Education, Victoria.*
- Regularly reviewing student performance data (as per Glenvale SS Assessment Framework).  
*Evidence: Hattie, John – Visible Learning for Teacher, (2012)*

# Investing for Success

## Our school will improve student outcomes by

<ul style="list-style-type: none"> <li>Engaging specialist tutors to deliver targeted intervention               <ul style="list-style-type: none"> <li>-Reading Our Way : 1 x tutor</li> <li>-Leveled Literacy Intervention : 3 x tutors</li> <li>-Targeted Literacy Lessons : 2 x tutors</li> </ul> </li> </ul>	\$196,000
<ul style="list-style-type: none"> <li>Implementing a cycle of professional development and data analysis by teachers to develop student centred literacy and numeracy programs <i>Professional development, teacher release and meeting time for 38 teachers to build teacher capability in consistently using explicit teaching strategies, using data to monitor student progress and inform teaching practice and identify students to target intervention. Upskill teachers in the use of OneSchool so that all teachers are using the developmental maps markbook, individual curriculum plans, differentiation placemat, dashboard functionality.</i></li> </ul>	\$ 60,000
<ul style="list-style-type: none"> <li>Creating opportunity for staff members to become Pedagogical Leaders and lead year levels</li> </ul>	School funded
<ul style="list-style-type: none"> <li>Employing a full time pedagogy coach to lead teachers in improvement of 'explicit instruction' pedagogy, implementation of pedagogical framework and improvement of student reading outcomes</li> </ul>	School funded
<ul style="list-style-type: none"> <li>Purchasing online literacy and numeracy programs for student use at home and school</li> </ul>	\$ 7,000
<ul style="list-style-type: none"> <li>Investing in technology, digital resources or services</li> </ul>	\$ 3,152
<ul style="list-style-type: none"> <li>Resourcing and implementing a coaching and mentoring program</li> </ul>	\$ 18,000
<ul style="list-style-type: none"> <li>Creating and implementing a leadership 'pipeline' for aspirant leaders</li> </ul>	\$ 22,000
<ul style="list-style-type: none"> <li>Extension Year 3 &amp; 4 strategy</li> </ul>	School funded
<b>TOTAL</b>	<b>\$306,152</b>



**David Saxton**  
Principal  
Glenvale State School



**Dr Jim Watterston**  
Director-General  
Department of Education and Training