

Investing for Success

**Under this agreement for 2018
Townsville South State School will receive**

\$59,488*

This funding will be used to

Target	Measures
<p>1. Increase the % of Year 3 students achieving in the Upper 2 Bands (U2B) in Writing.</p>	<p><u>Baseline/Endpoint</u></p> <ul style="list-style-type: none"> • NAPLAN Year 3 Writing Upper 2 Bands ⇒ 2017 – 16%; 2018 20%+; 2019 25%+ • That 85% of Year 3 students achieve a C or Higher in English <p><u>Comparison</u></p> <ul style="list-style-type: none"> • English A-E and NAPLAN Writing U2B data from Similar Queensland State Schools <p><u>Monitoring</u></p> <ul style="list-style-type: none"> • Number of Indigenous students identified as EAL/D and bandscaled in OneSchool • Teacher planning documents and lesson observations • Student feedback and work samples • Movement on P-10 Literacy continuum • English A – E data • Annual Performance Review (APR) process data.
<p>2. Increase the % of Year 5 students meeting National Minimum Standards (NMS) in Reading and Writing</p>	<p><u>Baseline/Endpoint</u></p> <ul style="list-style-type: none"> • NAPLAN Year 5 Reading Above National Minimum Standards ⇒ 2017 – 79%; 2018 >85%; 2019 >90% • NAPLAN Year 5 Writing Above National Minimum Standards ⇒ 2017 – 69%; 2018 – >80%; 2019 - >90% • That 85% of Year 5 students achieve a C or Higher in English <p><u>Comparison</u></p> <ul style="list-style-type: none"> • English A-E and NAPLAN Reading and Writing NMS data from Similar Queensland State Schools • Reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain. <p><u>Monitoring</u></p> <ul style="list-style-type: none"> ⇒ Teacher planning documents and lesson observations ⇒ Student feedback and work samples ⇒ Movement on P-10 Literacy continuum ⇒ English A – E data ⇒ Annual Performance Review (APR) process data.

* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



Our initiatives include

Initiatives for both Targets	Evidence Base
Develop a plan for monitoring early phase literacy and numeracy, including the schedule of Early Start assessments, Bands scaling, Literacy Continuum, and opportunities for professional conversations regarding student progress and strategies for intervention and differentiation.	<ul style="list-style-type: none"> Sharratt, L and Fullan, M 2012 <i>Putting FACES on the data: What great leaders do!</i> Corwin, Thousand Oaks, CA. 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/timperleyassessment.pdf [accessed 30 September 2015]. Angelo, D 2013. 'Identification and assessment contexts of Aboriginal and Torres Strait Islander learners of SAE'. <i>Language Testing and Assessment</i>, Vol. 2, pp. 67-102.
Build teacher capability to use technology to differentiate and improve learning.	<ul style="list-style-type: none"> Walpole, S & McKenna, M 2017, <i>How to Plan Differentiated Reading Instruction</i>, New York, The Guildford Press.

Our school will improve student outcomes by

Actions for both Targets	Costs
Provide targeted professional learning in the use of relevant data to support differentiated teaching and learning of reading and writing.	TRS – Professional Learning \$10,000
Provide targeted professional learning supported by planning, modelling, observation and feedback processes.	0.4 x FTE school-based literacy coaches. \$31,500
Use Early Start materials across Prep to Year 2 and Literacy Continuum across Prep – Year 6 to inform teaching, learning and resourcing and to track progress.	TRS - \$6,000
Provide targeted professional learning in the use of technology to differentiate and adjust based on student progress.	TRS and Resources - \$12,000



Mr Chris Riggs
Principal
Townsville South State School



Patrea Walton
A/Director-General
Department of Education

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