

Investing for Success

Under this agreement for 2020
Townsville South State School will receive

\$66,719*

This funding will be used to

Target	Measures
1. That >85% of students achieve a C or higher in English and Mathematics	<p><u>Baseline/Endpoint</u></p> <ul style="list-style-type: none"> That >85% of students achieve a C or Higher in English and Mathematics English ⇒ 2018 – 80%; 2019 – 78%; 2020 – 85% Mathematics ⇒ 2018 – 82%; 2019 – 83%; 2020 – 85% <p><u>Comparison</u></p> <ul style="list-style-type: none"> English and Mathematics A-E and NAPLAN Literacy and Numeracy Mean Scale Score Similar to Nation <p><u>Monitoring</u></p> <ul style="list-style-type: none"> Teacher planning documents and lesson observations Student feedback and work samples Semesterly achievement standard monitoring tasks (every 5 weeks) English and Mathematics A – E data Annual Performance Review process data. Moderation
2. That >25% of students achieve in the Upper 2 Bands in Numeracy.	<p><u>Baseline/Endpoint</u></p> <ul style="list-style-type: none"> NAPLAN Numeracy Upper 2 Bands Year 5 ⇒ 2018 - 10%; 2019 - 14%; 2020 - 25% Year 3 ⇒ 2018 - 14%; 2019 - 16%; 2020 - 25% <p><u>Comparison</u></p> <ul style="list-style-type: none"> Mathematics A-E and NAPLAN Numeracy Upper 2 Bands data from Similar Queensland State Schools <p><u>Monitoring</u></p> <ul style="list-style-type: none"> Indigenous students identified as EAL/D and bandscaled in OneSchool Teacher planning documents and lesson observations Short Term Data Cycles Mathematics A – E data Annual Performance Review process data.

* Funding amount estimated on 2019 data. Actual funding will be determined after 2020 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2020 enrolment data and student learning needs.



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Our initiatives include

Initiatives	Evidence Base
<p>1. Build Teacher capacity by:</p> <ul style="list-style-type: none"> • using technology to differentiate and improve learning. • Leadership support incorporating planning, modelling, shared data analysis, observations and feedback. • Teacher Performance Development Plan Meetings to analyse data and to determine professional learning needs. 	<ul style="list-style-type: none"> • Hattie, J and Anderman, EM (eds) 2013 <i>International Guide to Student Achievement</i> Routledge, NY. • Shaddock, A 2014 <i>Using data to improve learning: A practical guide for busy teachers</i> ACER Press, Australia. • Timperley, H 2011 <i>Using student data for professional learning: focusing on student outcomes to identify teachers' needs</i> (online). • Timperley, H and Parr, J 2004 <i>Using evidence in teaching practice: Implications for professional learning</i> Hodder, Moa, Beckett, Auckland. • Tomlinson, C 2004 <i>Differentiation for Gifted and Talented Students</i>, Sage Publications, UK.
<p>2. Use Mathematics Data and Short Term Data Cycles to analyse teaching practices to focus on student outcomes.</p> <ul style="list-style-type: none"> • Opportunities for professional learning regarding student progress and strategies for intervention and differentiation focussed on School Learning Strategies. 	

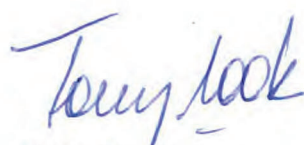
Our school will improve student outcomes by

Actions for both Targets	Costs
Provide targeted professional learning in the use of relevant data to support differentiated teaching and learning of literacy and numeracy.	TRS – Professional Learning \$8,919
Leadership support incorporating planning, mentoring, modelling, shared data analysis, observations and feedback.	0.4 x FTE – Professional Learning \$36,000
Meetings with teachers to analyse Early Start data (Prep to Year 3); Literacy Continuum data (Prep – Year 6); Diagnostic Maths data; Reading data to inform teaching, learning and resourcing and to identify progress impact and to determine professional learning needs.	TRS - \$6,800
Provide targeted professional learning in the use of technology to differentiate and adjust based on student learning levels.	TRS and Resources - \$15,000



Mr Chris Riggs

Principal
Townsville South State School



Tony Cook
Director-General
Department of Education

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