

# Investing for Success

Under this agreement for 2021  
Townsville South State School will receive

**\$61,288\***

This funding will be used to

Target	Measures
1. That >85% of students are reading at expected reading benchmark levels.	<p><u>Baseline/Endpoint</u></p> <ul style="list-style-type: none"> <li>% of Students Reading at Expected Benchmark Levels</li> <li>Average Between Classes – T4 2019 – 70%; T1 2020 – 71%, T2 2020 – 74%; T3 2020 – 76%; T4 2020 – 71%; T4 2021 – 85%</li> </ul> <p><u>Comparison</u></p> <ul style="list-style-type: none"> <li>Triangulation of data – NAPLAN Reading, Australian Council of Educational Research (ACER) Progressive Achievement Testing (PAT) ACER – Reading, Level of Achievement</li> </ul> <p><u>Monitoring</u></p> <ul style="list-style-type: none"> <li>Indigenous students identified as EAL/D and bandscaled in OneSchool</li> <li>Teacher planning documents and lesson observations</li> <li>Termly Reading Benchmarking</li> <li>Reading Anecdotal Records</li> <li>Lesson Observation and Checklists</li> <li>Annual Performance Review process data.</li> </ul>
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"> <li>That &gt;85% of students achieve a C or Higher in English and Mathematics</li> <li>English ⇨ 2018 – 80%; 2019 – 78%; 2020 – 76%; 2021 – 85%</li> <li>Mathematics ⇨ 2018 – 82%; 2019 – 83%; 2020 – 81% 2021 – 85%</li> </ul> <p><u>Comparison</u></p> <ul style="list-style-type: none"> <li>English and Mathematics A-E and NAPLAN Literacy and Numeracy Mean Scale Score Similar to Nation</li> </ul> <p><u>Monitoring</u></p> <ul style="list-style-type: none"> <li>Teacher planning documents and lesson observations</li> <li>Student feedback and work samples</li> <li>Semesterly achievement standard monitoring tasks (every 5 weeks)</li> <li>English and Mathematics A – E data</li> <li>Annual Performance Review process data.</li> <li>Moderation</li> </ul>

Funding amount estimated on 2020 data. Actual funding will be determined after 2021 enrolment data are finalised. Actual expenditure may vary due to changes in finalised 2021 enrolment data and student learning needs.



**Queensland  
Government**

## Our initiatives include

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

## 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.	\$7,919
Leadership support incorporating inclusion, planning, mentoring, instructional coaching, modelling, shared data analysis, observations and feedback.	\$34,000
Time provided for meetings with teachers to analyse Early Start data (Prep to Year 3); PAT Testing (Prep – Year 6); Short Term Cycle Maths data; Reading Benchmarking Data to inform teaching, learning and resourcing and to identify progress impact and to determine professional learning needs.	\$6,800
Increase support staffing for learning support, differentiation and wellbeing.	\$12,569



**Mr Chris Riggs**  
Principal  
Townsville South State School



**Tony Cook**  
Director-General  
Department of Education

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