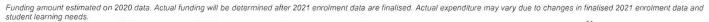
Investing for Success

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.	Baseline/Endpoint • % of Students Reading at Expected Benchmark Levels • Average Between Classes – T4 2019 – 70%; T1 2020 – 71%, T2 2020 – 74%; T3 2020 – 76%; T4 2020 – 71%; T4 2021 – 85%
	 Comparison Triangulation of data – NAPLAN Reading, Australian Council of Educational Research (ACER) Progressive Achievement Testing (PAT) ACER – Reading, Level of Achievement
	 Monitoring Indigenous students identified as EAL/D and bandscaled in OneSchool Teacher planning documents and lesson observations Termly Reading Benchmarking Reading Anecdotal Records Lesson Observation and Checklists Annual Performance Review process data.
1. That >85% of students achieve a C or higher in English and Mathematics	 Baseline/Endpoint That >85% of students achieve a C or Higher in English and Mathematics English ⇒ 2018 – 80%; 2019 – 78%; 2020 – 76%; 2021 – 85% Mathematics ⇒ 2018 – 82%; 2019 – 83%; 2020 – 81% 2021 – 85% Comparison English and Mathematics A-E and NAPLAN Literacy and Numeracy
	 Mean Scale Score Similar to Nation Monitoring 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







Our initiatives include

Strategies.

Initiatives Evidence Base 1. Build Teacher and Support Staff capacity by: Mentoring and Instructional Coaching Hattie, J and Anderman, EM (eds) 2013 · Leadership support incorporating planning, modelling, International Guide to Student Achievement shared data analysis, observations and feedback. Routledge, NY. • Teacher Performance Development Plan Meetings to Shaddock, A 2014 Using data to improve analyse data and to determine professional learning learning: A practical guide for busy teachers needs. ACER Press, Australia. 2. Using student Data for Professional Learning: Timperley, H 2011 Using student data for Support Teacher Literacy and Numeracy (STLaN) and professional learning: focusing on student Inclusion Teacher to support data analysis and staff outcomes to identify teachers' needs (online). professional learning. Timperley, H and Parr, J 2004 Using Short Term Maths Data Cycles to analyse teaching evidence in teaching practice: Implications for practices to focus on student outcomes. professional learning Hodder, Moa, Beckett, Effectively utilising additional Teacher-Aide time to Auckland. support student learning. Tomlinson, C 2004 Differentiation for Gifted Opportunities for professional learning regarding and Talented Students, Sage Publications, student progress and strategies for intervention and UK. differentiation focussed on School Learning

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

Tourlook

Department of Education

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.



