

Investing for Success

Under this agreement for 2019
Townsville Central State School will receive

\$107,549*

This funding will be used to

- Increase the percentage of Prep, Year 1 and Year 2 students achieving PM reading benchmarks to 100% by the end of Semester 2
- Improve the Level Of Achievement data for English, Maths and Science to 85% of students achieving an A, B or C by the end of Semester 2

Our initiatives include

- Build the capacity of teachers, leaders and teacher aides to use research-based pedagogy to improve student outcomes in reading by embedding the Gradual Release of Responsibility and three cueing system in Early Years Levelled Reading lessons
- Build the capacity of leaders, teachers and teacher aides to use research-based pedagogy to improve student outcomes in writing by developing and implementing a whole-school writing framework using a 4-Lesson sequence for the teaching of writing based on the 'Writing one sentence at a time' project, the 9 Parts of speech, functional grammar, Colourful Semantics and descriptive feedback

Sources:

Fisher, D., Frey, N. & Hattie, J. (2016) *Visible Learning for Literacy: Implementing the Practices That Work Best to Accelerate Student Learning*. Corwin, Thousand Oaks.

Government of South Australia (2004) *Language and Literacy: Classroom applications of functional grammar*. Department of Education and Childrens Services, Hindmarsh.

Hochman, J.C. & Wexler, N. 2017, *One Sentence at a Time: The need for Explicit Instruction in Teaching Students to Write Well*, *American Educator*, 41 (2), pp.30-43.


Hochman, J.C. & Wexler, N. 2017, *The Writing Revolution: A Guide To Advancing Thinking Through Writing In All Subjects and Grades*, John Wiley & Sons Inc, USA.

Our school will improve student outcomes by

1. Employ a Support Teacher: Literacy and Numeracy (ST:LaN) to lead and support staff and monitor the embedding of the Early Years Levelled Reading Program (FTE 0.6 - \$37,200) in order to:
 - Build leader, teacher and teacher aide capability to implement the Gradual Release of Responsibility within the Early Years Levelled Reading Program
 - Build teacher, leader and teacher aide capability to plan, implement and monitor a balanced Early Years Levelled Reading Program aligned to the Three Cueing Systems research
2. Employ teacher aides to support lead staff to embed the Early Years Levelled Reading Program and implement the 4-Lesson sequence for the teaching of writing project (\$37,749)
3. Purchase resources to support the implementation of the Early Years Levelled Reading Program (\$1,000)
4. Employ a teacher aide to provide focussed and intensive support to identified Aboriginal and Torres Strait Islander students and identified English as an Additional Language or Dialect (EAL/D) students in the areas of reading and writing. (\$24,200)
5. Employ a staff member to manage student attendance to ensure students are at school and increasing their opportunities to engage in the Early Years Levelled Reading Program. (5 hours per week - \$7,400)



Damien Tillack
Principal
Townsville Central State School



Tony Cook
Director-General
Department of Education

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



**Queensland
Government**