

Investing for Success

**Under this agreement for 2022
Townsville Central State School will receive**

\$110,000-

This funding will be used to

- Improve the Level of Achievement data in English, Maths, Science and HASS to 50% of students achieving an A or B by the end of Semester 2
- Develop teachers' collective efficacy of planning, teaching and assessing, focussing on the 'A' level thinking aspect of 'Know/Do/Thinking/Considerations' charts within a collegial engagement framework by the end of Semester 2
- Improve the achieving-PM benchmark data for Prep, Year 1 and Year 2 students to 100% by the end of Semester 2
- Improve the metadata of students achieving U2B (Upper 2 Bands) to 40% in all Year 5 NAPLAN streams

Our initiatives include

- Develop the capacity of teachers' collective efficacy to work collaboratively within the school's collegial engagement framework of planning, teaching and assessing with the 'A' level thinking as a focus for Impact in all subjects.
- Further develop the capacity of teachers to plan, teach and differentiate for students recorded on the NCCD as requiring additional support
- Review and embed the school's writing framework founded on a 4-Lesson sequence for teaching writing based on the 'Writing one sentence at a time' suite, the 9 Parts of Speech, functional grammar, Colour-coded visual supports and descriptive feedback.
- Sources: Sharratt's 'Clarity: What Matters Most In Learning, Teaching And Leading' (2019); Hattie & Zierer's '10 Mindframes for Visible Learning' (2018); Hochman & Wexler's 'One sentence at a time: The need for Explicit Instruction in Teaching Students to Write Well' (2017); Hochman & Wexler's 'The Writing Revolution: A Guide To advancing Thinking Through Writing In All Subjects and Grades' (2017) Fisher, Frey & Hattie's 'Visible Learning for Literacy: Implementing the Practices That Work Best to Accelerate Student Learning' (2016); Payne's 'A Framework for understanding Poverty' (2009); Government of South Australia's 'Language and Literacy: Classroom applications of functional grammar' (2004).

Our school will improve student outcomes by

- Employ Teacher Aides to supplement the offering of school clubs and activities before school, during lunch times and after school, as part of Central's Positive Culture for Learning framework for developing resilient children (\$19,934).
- Employ a Community Education Counsellor three days per week to support Aboriginal and Torres Strait Islander students and families, improve attendance to engage in the Early Years Levelled Reading Program and the Year 1-Year 6 writing program, support teachers to embed Indigenous perspectives in the curriculum, and Build Community and Identity (\$28,000).
- Employ Teacher Aides to support students in multi-age classes recorded on NCCD as requiring additional support to achieve their learning goals of achieving a C or better in English, Maths, Science and HASS (\$30,500).
- Employ Teacher Aides to support staff to run reading groups in the Early Years Levelled Reading Program, 4 lessons per week, using the '4-Lesson sequence for the teaching of reading' (\$21,566).
- Employ an Administration Officer to manage student attendance to ensure students recorded on the NCCD as requiring additional support are attending school so they can achieve their reading goals in the Early Years Levelled Reading Program, 4 lessons per week, achieve their writing goals in the writing program, 5 lessons per week, and achieve a C or better (\$10,000).



Damien Tillack
Principal
Townsville Central State School



Michael De'Ath
Director-General
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**Queensland
Government**