

# Investing for Success

Under this agreement for 2018  
Charters Towers Central State School will receive

**\$137,724\***

This funding will be used to:

Target	Measures
<p>1. Increase the percentage of students achieving a 'B' standard or above in English from 39%(2017) to 50%(2018).</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ English 39% 'B' standard or better, Semester 2, 2017.</li> <li>○ English 45% 'B' standard or better, Semester 1, 2018.</li> <li>○ English 50% 'B' standard or better, Semester 2, 2018.</li> <li>○ Years 3 and 5 NAPLAN Reading, Writing, Spelling Upper Two Band (U2B) data, 2018.</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ English A–E and NAPLAN Reading, Writing, Spelling U2B data from Similar Queensland State Schools (SQSS).</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Teacher planning documents and lesson observations.</li> <li>○ Student feedback and work samples.</li> <li>○ Movement on P-10 Literacy Continuum.</li> <li>○ English A–E data.</li> </ul> </li> </ul>
<p>2. Increase the percentage of students in Year 3 to Year 6 reaching Regional Reading Benchmarks from 62%(2017) to 80%(2018).</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ Reading Levels data Semester 2, 2017.</li> <li>○ Year 3 and 5 NAPLAN Reading (2014 – 2018).</li> <li>○ English A–E (2014 – 2018).</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Year 3 and 5 NAPLAN Reading National Minimum Standard, U2B, Like Schools (2014 – 2018).</li> <li>○ Reading age/chronological age comparison using norm-referenced diagnostic assessments.</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Staff feedback on relevance and impact of research based strategies and leaders monitoring of their effective implementation.</li> <li>○ Relative gain in levels across the year.</li> <li>○ P – 10 Literacy Continuum monitoring.</li> <li>○ Running records.</li> </ul> </li> </ul>

\* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



**Queensland  
Government**

## Our initiatives include:

Initiative	Evidence base
<p>1. Ensuring clarity in teachers' and students' understanding of English assessment tasks through teachers working with the HOC and:</p> <ul style="list-style-type: none"> <li>identifying the reading and writing demands of the Australian Curriculum learning areas and in C2C units of work</li> <li>explicitly linking teaching to the assessment task every lesson</li> <li>planning for curriculum input (text) and output (student writing) every lesson</li> <li>establishing effective individual and group student feedback processes</li> <li>reviewing the evidence of learning and planning the next step in the lesson sequence daily.</li> </ul>	<ul style="list-style-type: none"> <li>Stuart, M &amp; Stainthorp, R 2015, <i>Reading Development and Teaching</i> Sage, London.</li> <li>Sharratt, L &amp; Fullan M 2012, <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, US.</li> <li>Hattie, J &amp; Anderman, EM (eds) 2013, <i>International Guide to Student Achievement</i> Routledge, NY.</li> <li>Fisher, D, Frey, N &amp; Hattie, J 2016, <i>Visible Learning For Literacy</i> Corwin, California, USA.</li> </ul>
<p>2. Implement systemic curriculum (English) based approach to literacy including:</p> <ul style="list-style-type: none"> <li>whole school spelling approach implemented</li> <li>planned reading lessons with a focus on current English units reading and writing demands</li> <li>explicit vocabulary teaching linked to curricular demands</li> <li>explicit grammar and punctuation lessons linked to current curricular demands.</li> </ul>	<ul style="list-style-type: none"> <li>Hattie, J &amp; Anderman, EM (eds) 2013, <i>International Guide to Student Achievement</i> Routledge, NY.</li> <li>Sharratt, L &amp; Fullan M 2012, <i>Putting FACES on the Data: What Great Leaders Do!</i> Corwin, California, USA.</li> <li>Fisher, D, Frey, N &amp; Hattie, J 2016, <i>Visible Learning For Literacy</i> Corwin, California, USA.</li> </ul>

## Our school will improve student outcomes by:

Actions	Costs
Develop clarity and feedback in teaching through work with Principal and full-time Head of Curriculum (increased from 0.5)	\$50 000
Enable curriculum focused meetings with HOC through employment of additional teacher, who is also a curriculum leader and coach	\$88 000
<b>*Total</b>	<b>\$138 000</b>

\*Costs provided are approximate.



**Troy Barath**  
Principal  
Charters Towers Central State School



**Patrea Walton**  
A/Director-General  
Department of Education

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