Under this agreement for 2016
Charleville State High School will receive

$161,780*

This funding will be used to

- Increase the percentage of Year 7 and 9 students meeting the National Minimum Standard in reading, writing, grammar and punctuation, spelling and numeracy.
- Increase the percentage of Year 9 students reading age to at least equal to or greater than their chronological age.
- Consolidate the percentage of students obtaining a QCE or QCIA.
- Improve the percentage of students achieving NAPLAN results in the Upper Two Bands.
- Improve teacher capability through continued focus on the Coaching and Mentoring Model to improve explicit instruction and improvements in student outcomes.
- Improve school and teacher capacity to increase the percentage of students reaching the National Minimum Standard and achieving in the Upper Two Bands through focused professional development and implementation of identified improvement strategies.

Our initiatives include

- Provide focused and intensive teaching for students requiring additional support to demonstrate skills improvement against the year-level achievement standards through our three tiered approach to reading
- Build teacher capability in gathering and using evidence and data to determine the different year-level curriculum some students require and to develop and successfully implement aspirational but achievable individual curriculum plans.
- Continue to build teacher capacity to deliver the Dimensions of Teaching and Learning (DoTL) and Explicit Instruction practices as the basis of our pedagogical frameworks to improve student outcomes in all year levels.
- Continue to build teacher and teacher aide capacity in the teaching of literacy through the use of DRTA in all subject areas.
- Implementation of spelling program (Words their Way) in the English and Humanities faculties.
- Consolidate the Explicit Improvement Agenda – “The Charleville High Way” through the actioning of improvement strategies as outlined in the Annual Implementation Plan – 2016.
- Continue to build on teacher capacity to implement “Higher Order Thinking Skills” using agreed whole school processes and strategies.
- Continue to build on teacher understanding of QCE requirements through the use of targeted PD.

Our school will improve student outcomes by

- Continue to develop the capacity of our teaching staff through the use of the Master Teacher and Heads of Department implementing whole school “Higher Order Thinking and Problem Solving Strategies.”
- Additional employment (0.3) of a Reading Coach and Teacher Aide to further develop small group intensive delivery of reading to ensure that students are meeting age level requirements. ($45000)

* Funding amount estimated on 2015 data. Actual funding will be determined after 2016 enrolment data are finalised.
• Employment of an additional Head of Department to provide curriculum support to develop transitional teaching pedagogical strategies which will ensure consistency of practice and assist with transition from upper primary school to junior secondary school, enact the whole school reading and numeracy plan, and effectively implement and monitor whole-school planning for structured observation, feedback and coaching for all teaching staff. ($102,254)

• Implementation of Levelled Literacy Intervention program led by our Reading Coach.

• Continued engagement of Pat Hipwell, Logon Literacy, as a critical friend and coach for literacy development through DRTA processes. ($10,000)

• Investigation and implementation of “Back to Front Maths” in all Junior Secondary classrooms.

• Consolidation of Coaching and Feedback program within the school with particular focus on the implementation of DRTA POD team observations.

• Engagement in professional development for HOD’s to understand and engage with QCIA guidelines and requirements.

• Purchase of additional Guidance Officer Allocation to better support SET Planning and QCE and QCIA attainment. ($4,526)