

Investing for Success

**Under this agreement for 2019
Charleville State High School will receive**

\$176,316*

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. (Action 1, 4)
- Increase the percentage of Year 7 and 8 students reading age to at least equal to or greater than their chronological age. (Action 1)
- Improve the support and educational outcomes of English as an Additional Language or Dialect (EALD) students within the school. (Action 2,4)
- Improve the percentage of Students with Disabilities (SWD) students achieving in both Junior and Senior School. (Action 3, 4, 13)
- Improve teacher capability through continued focus on the Coaching and Mentoring Model to improve pedagogy through alignment to the professional standards. (Action 5)
- Improve 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. (Action 5, 6,12)
- Continue to develop teacher capability to teach concepts and skills for improved reading outcomes of students. (Action 6)
- Consolidate the percentage of students obtaining a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Attainment (QCIA). (Action 7, 8)
- Improving school culture and learning environment to enhance an inclusive culture that promotes learning in every classroom. (Action 9,11,12,13)
- Develop programs and resources to encourage and engage more students in Science, Technology, Engineering and Mathematics (STEM) subjects within the school. (Action 10)
- Develop programs and resources to provide resources for digital technologies. (Action 10)
- Improve the percentage of students achieving NAPLAN results in the Upper Two Bands. (Action 12)

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 evidence based practices as the basis of our pedagogical frameworks through alignment to the professional standards to improve student outcomes in all year levels.
- Continue to build teacher and teacher aide capacity in the teaching of literacy and reading with Directed Reading Thinking Activity (DRTA) and other initiatives in all subject areas, including additional Spelling support in classrooms.
- Consolidate Charleville State High School's Explicit Improvement Agenda through the actioning of improvement strategies as outlined in the Annual Implementation Plan 2019.
- Continue to build on teacher capacity for Senior Assessment and Tertiary Entrance (SATE) implementation in 2019, and the capacity to teach "21st Century skills" for students.
- Continue to build on teacher understanding of QCE requirements with targeted Professional Development (PD).

* 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**

Evidence Base:

Fullan, M & Starratt, L 2012 *Putting Faces on the Data: What Great Leaders Do!*
Corwin, USA

Hattie, John 2012 *Visible Learning for Teachers: Maximising Impact on Learning*


Fisher, D, Frey, N, Hattie, J 2016 *Visible Learning for Literacy*, Corwin, Australia

Our school will improve student outcomes by

1. Employment of an additional teaching staff member to enable the provision of a Reading Intervention Co-ordinator and Coach, to provide curriculum support to organise and run the supportive tiers of the Reading Program within the school, including testing of students, data analysis, timetable development, engagement with parents, and tracking of student improvement in reading. They will also be responsible for the coaching and PD of teachers in the areas of Reading and continue the implementation of Levelled Literacy Intervention program led by our Reading Coach (\$70 000).
2. Additional employment (0.2) of a SWD/support teacher to assist these students and to ensure that students are improving by at least one year, and/or meeting age level requirements. (\$15 000).
3. Additional employment of SWD teacher aide hours to ensure that student support and assistance continues to improve educational outcomes for SWD students (\$18 000).
4. Additional employment of 25 hours Teacher Aide to assist and support students in spelling support in the classrooms (\$38 000).
5. Develop the capacity of staff members to lead the professional development, coaching and mentoring of staff to ensure consistent effective mentoring of staff regarding pedagogical practices aligned to the Charleville State High School pedagogical framework (\$5 000).
6. Consolidation of Coaching and Feedback program within the school with particular focus on the implementation of DRTA, other reading strategies and targeted pedagogy strategy observations (\$5 000).
7. Engagement in professional development for lead teachers to understand and engage with (Queensland Curriculum and Assessment Authority (QCAA) guidelines and requirements, including purchasing of Teacher Relief Scheme (TRS) to support time for curriculum development (\$2 000).
8. Purchase of materials and resources to improve Overall Position (OP) 1-5 through improved skills and Queensland Core Skills (QCS) results (\$1 000).
9. Developing staff further in Essential skills through training staff in profiling, or acquiring a profiling expert and providing time for this to occur through the coaching process (\$4 000).
10. Providing training for staff, resources and learning opportunities for students for STEM initiatives (\$4 000).
11. Providing resources to support the Positive Behaviour for Learning (PBL) initiative with the school, including initiatives to improve house challenge activities and spirit, to enhance a positive learning environment (\$5 316).
12. Providing resources and equipment to classrooms to provide positive, stimulating and inspiring learning environments for students (\$8 000).
13. Provide resources for outside providers to engage students in proactive and supportive programs to enhance engagement and learning outcomes (\$1 000).



Matt Samson
Principal
Charleville State School



Tony Cook
Director-General
Department of Education

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