

Investing for Success

Under this agreement for 2018 Mapleton State School will receive

\$79,762*

This funding will be used to

- Support classroom Literacy and Numeracy to improve the percentage of students in Upper 2 Bands in Year 3 and Year 5. Target: 30% of Year 3 and 20% of Year 5 students will achieve in the Upper 2 Bands in Writing, Grammar, Punctuation and Reading.
- Ensure improved writing outcomes for all students. Teachers will use diagnostic assessment to set individual writing goals. Students will be supported to achieve these goals through targeted teaching and support. Goals will be reviewed regularly and supported adapted to meet student needs. Target – 100% of students will achieve their writing goal and improve writing outcomes by the end of 2018.
- Ensure every student on an individual curriculum plan will receive a 'C' standard or better against their relevant year - level achievement standard.
- Improve oral language outcomes in the early years Prep to Year 2. Target students who require oral language support using diagnostic assessment (Early Start, Literacy Continuum, SEAPART), set goals and provide targeted support. Target – 95% of target students reaching individual oral language goals by end of 2018.
- Support students with identified speech and language difficulties from Prep to Year 6. Set goals and provide support via teacher aides implementing speech-language programs supplied by speech language pathologist. Target – 80% of students reaching their goal by end of 2018.
- Continue to support staff to review, interrogate and analyse data, and to develop appropriate responses to data trends and participate in data conversations focused on monitoring student progress. Target - 100% complete diagnostic and summative data requirements (as per the school's Assessment and Reporting Plan and Whole School Curriculum Plans).
- Deepen teacher understanding of the Australian Curriculum through a focus on the Achievement Standards and Curriculum Intent.
- Improving phonemic awareness in the early years as a foundation for literacy development. Head of Curriculum to attend phonemic awareness professional development, including Train the Trainer workshop, and share approach with staff. Implement phonemic awareness approach in a trial class in 2018, review outcomes then reflect with staff. Target – whole school approach to phonemic awareness will be developed by the end of 2018.

Our initiatives include

- Reviewing with staff the agreed specific targets, benchmarks and timelines linked to the Explicit Improvement Agenda.
- Providing time for teaching staff to plan effectively for writing, using data to inform the teaching and learning program aligned to the Australian Curriculum.

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



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- Ensuring the comprehensive delivery of the Australia Curriculum and providing effective resourcing and planning time for teachers to deliver quality curriculum.
- School-wide coherent classroom assessments aligned to the whole school curriculum plan are used to identify student learning gaps and monitor progress.
- Curriculum delivery quality assured through a cycle of planning, assessing, moderating and reviewing student learning.
- Ensuring consistency of teacher judgment and accurate reporting against achievement standards. Providing opportunities for staff to engage in moderation within and across schools.
- Analysing student data in the areas of Literacy and Numeracy regularly to inform improvement, guide teaching practices and prompt early intervention.
- Analysing data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings.
- Developing learning goals based on data analysis for every student and review each term. (Prep – Year 2 Literacy Continuum). Support teachers in gathering and using evidence to determine the different year-level curriculum some students require and to develop and successfully implement achievable individual curriculum plans.
- Literacy and Numeracy support from Year 2 - Year 5.
- Building capacity of teaching staff, including teacher aides, via professional development, curriculum support, professional development plans, coaching and mentoring.
- Oral language development program (Prep – 2) to align to Literacy Continuum in order to effectively monitor student progress and deepen teacher and teacher aide understanding about effective strategies.

Our school will improve student outcomes by

Purchasing resources or assistive technology to support and enhance student learning	\$ 8 000
Supporting teachers to develop Individual Curriculum Plans and differentiation	\$ 4 000
Using Early Start materials across Prep to Year 2 to inform teaching, learning and resourcing and to track progress	\$ 3 440
Employing teacher aides to work with Master Teacher, Curriculum Teacher and classroom teachers to implement programs that focus on Literacy and Numeracy, particularly in the areas of Writing and Upper 2 Bands	\$50 000
Providing professional development using system and external support, particularly in the areas of Writing and Australian Curriculum	\$ 5 322
Identify Prep students who have speech difficulties and employ teacher aide to implement intensive support programs, guided by our speech language pathologist	\$ 9 000

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Julianne Emmert
Principal
Mapleton State School



Patrea Walton
A/Director-General
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