

Investing for Success

Under this agreement for 2019
Mapleton State School will receive

\$69,425*

This funding will be used to

- Ensure 85% of students will achieve a C or above for English and Maths, based on summative tasks and 25% of students will achieve an A or B across all subject areas.
- Support classroom Literacy and Numeracy to improve the percentage of students achieving results in the Upper 2 Bands in Year 3 and Year 5 NAPLAN testing. Target: 25% of Year 3 & 20% Year 5 students will achieve results in the Upper Two Bands in Writing.
- Ensure improved writing outcomes for all students. Teachers will use diagnostic assessment to set individual writing goals. Support students to achieve these goals through targeted teaching and support. Goals will be reviewed regularly and support adapted to meet student needs. Target – 100% of students will achieve their writing goal and improve writing outcomes by the end of 2019.
- 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 – Year 2. Identify students that 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 2019.
- Support students with identified speech and language difficulties from Prep – 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 the end of 2019.
- Continue to support staff to review, interrogate and analyse data, and to develop appropriate responses to data trends. Target- 100% complete diagnostic and summative data requirements (as per the school's Assessment and Reporting Plan and Whole School Curriculum Plans) and participate in data conversations focused on monitoring student progress.
- Deepen teacher understanding of the Australian Curriculum through a focus on the Achievement Standards and Curriculum Intent.
- Continue to improve Phonemic Awareness in the early years as a foundation for literacy development. 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 2019.

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.
- Ensuring the comprehensive delivery of the Australia Curriculum and provide effective resourcing and planning time for teachers to deliver quality curriculum.
- Using school-wide coherent classroom assessments aligned to the whole school curriculum plan to identify student learning gaps and monitor progress.
- Delivering curriculum quality assured through a cycle of planning, assessing, moderating and reviewing student learning.
- Consistency of teacher judgment and accurate reporting against achievement standards ensured. 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.

* 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.



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- 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) Supporting 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.
- Building capacity of teaching staff including teacher aides via professional development, curriculum support, professional development plans, coaching and mentoring.
- Implementing oral language development program (Prep – Year 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.	\$6000
Supporting teachers to develop Individual Curriculum Plans and differentiation	\$2000
Using Early Start materials across Prep to Year 2 to inform teaching, learning and resourcing and to track progress.	\$1440
Employing teacher aides to work with Head of Curriculum, Curriculum Teacher and classroom teachers to implement programs that focus on Literacy and Numeracy particularly in the area of Writing and Upper 2 Bands; Phonemic Awareness; Oral Language Programs.	\$47663
Providing professional development using system and external support particularly in the area of Writing and Australian Curriculum.	\$3322
Identifying Prep students who have speech difficulties and employing teacher aide to implement intensive support programs guided by our Speech Language Pathologist.	\$9000



Julianne Emmert
Principal
Mapleton State School



Tony Cook
Director-General
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