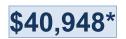
Investing for Success

Under this agreement for 2022 Mapleton State School will receive



This funding will be used to

- 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 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 the end of 2022.
- Support students with identified speech and language difficuluties from Prep Year 6. Set goals and provide support via Teacher Aides implementing speech-language programs supplied by Speech Language Pathologist. Target- all students working on their speech goal and receiving regular support.
- Deepen teacher understaning of the Australian Curriculum through a focus on the Achievement Standards and Curriculum Intent. Target 100% of teachers confidently identify Achievements Standards to be summatively assessed across the year and in unit plans.
- Continue to embed an effective, consistent approach to spelling to support improved outcomes in English with all teaching staff.
- Continue to provide Phonemic Awareness in the early years as a foundation for literacy development. Target – 85% of students in Prep – year 2 will reach year level expectations by the end of 202
- 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 subjects.

Our initiatives include

- Delivering curriculum quality assured through a cycle of planning, assessing, moderating and reviewing student learning.
- Using school-wide coherent classroom assessments aligned to the whole school curriculum plan to identify student learning gaps and monitor progress.
- 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.
- Reviewing with staff the agreed specific targets, benchmarks and timelines linked to the explicit improvement agenda.
- Providing time for teaching staff to plan effectively and using data to inform the teaching and learning program aligned to the Australian Curriculum.
- Building capacity of teaching staff including teacher aides via professional development, curriculum support, professional development plans, coaching ang mentoring.
- Implementing oral language development program (Prep Year 2) to align to Literacy continuum in order to effectively monitor student progress and deepend teachers and teacher aide
- understanding about effective strategies.





Our school will improve student outcomes by

Supporting teachers to develop Individual Curriculum Plans and differentiation	\$2,000
Using Early Start materials across Prep to Year 2 to inform teaching, learning and resourcing and to track progress.	\$3,000
Employing teacher aides to work with Head of Curriculum, STLAN and Classroom teachers to implement programs that focus on Literacy and Numeracy.	\$22,000
Identifying Prep students who have speech difficulties and employing teacher aide to implement intensive support programs guided by our Speech Language Pathologist.	\$9,000
Purchase resources to support programs and teaching and learning	\$4,948

UHK-

Paul Kuronya Principal Mapleton State School

Michael De'Ath Director-General Department of Education





*Funding amount estimated on 2020 data. Actual funding will be determined after 2021 enrolment data are finalised. Actual expenditure may vary due to changes in finalised 2021 enrolment data and student learning needs.