

Investing for Success

**Under this agreement for 2022
Mapleton State School will receive**

\$40,948*

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 difficulties 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 understanding 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 2022
- 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 and mentoring.
- Implementing oral language development program (Prep – Year 2) to align to Literacy continuum in order to effectively monitor student progress and support 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



Paul Kuronya
Principal
Mapleton State School



Michael De'Ath
Director-General
Department of Education



**Queensland
Government**