

Investing for Success

Under this agreement for 2021

Mareeba State School will receive

\$561,613*

This funding will be used to

Continue to improve student outcomes at our school by ensuring that:

- 80% of students will achieve a C or above in English and Mathematics;
- have evidence-based intervention and extension in place to address their specific learning needs; Reading Intervention, Individual Curriculum Plan; documented differentiation; other support program
- every student has a highly capable teacher as a result of our development, coaching and support systems


Our initiatives include

Target:	Measures:
<p>Increase teacher capability in maths consolidations to drive differentiation for student achievement and engagement</p> <p>2020 Maths A-C% - 71.3%</p>	<p>Baseline:</p> <ul style="list-style-type: none"> • Maths % C or better 2020 • Early Start data (Prep – Year 2) • Maths facts test (termly Prep – Year 6) <p>Monitoring:</p> <ul style="list-style-type: none"> • Maths A – E data • 100% of teachers utilising new maths consolidation system in Mathematics • All new staff fully inducted to school wide expectations • Identified 'D' marker students achieving C on termly assessment tasks • Class achieve 80% or above on 5 weekly 'apply slides' test
<p>Review P-2 Reading program to have consistency in the teaching of Reading in P-2 underpinned by the Big 6 to improve reading outcomes (oral language, bandscaling, speech, phonics and reading intervention)</p> <p>2020 English A-C% - 71%</p>	<p>Baseline:</p> <ul style="list-style-type: none"> • English % C or better 2020 • Early Start data (Prep – Year 2) <p>Monitoring:</p> <ul style="list-style-type: none"> • 80% student achieving and A-C on Australian Curriculum Reading tasks • 100% of staff tracking student progress using the Literacy Continuum in Prep – year 2 • 100% of Prep – Year 2 Reading Groups using the 3 Lesson Sequence consistently
<p>Increase staff knowledge of Australian Curriculum to contextualise units and pedagogies to increase student engagement and outcomes.</p> <p>2020 Semester 2 HASS A-C% - 72%</p> <p>2020 Attendance <85% - 37.3%</p> <p>2020 Attendance >90% - 49.1%</p>	<p>Baseline:</p> <ul style="list-style-type: none"> • HASS % C or better 2020 • Attendance data 2020 • Moderation attendance & engagement data 2020 • ICP data 2020 <p>Monitoring:</p> <ul style="list-style-type: none"> • 80% of students achieve a C or higher for HASS • 100% of students requiring an ICP have an endorsed ICP on One School • 100% of teachers engage with the school's moderation process • Decrease in less than 85% attendance; increase in 90% student attendance



Our school will improve student outcomes by

Purchase a Head of Department Curriculum to support quality curriculum development and implementation in the upper primary years (years 3-6). This role will support the design of intentional collaboration opportunities such as cohort planning days and curriculum planning meetings. This role will also support the implementation of iEALD strategies, moderation and curriculum adjustments across the school.	\$136,222
Purchase a Head of Department Behaviour to lead the implementation of the PBL system, analysing student behaviour referral system, and subsequent data, for effectiveness to develop strategies to promote student engagement and attendance, in turn improve rates of student attendance at the school.	\$136,222
Collaborative Planning Processes through a Cycle of Enquiry Approach via the purchase of Teacher Relief Scheme release providing cohorts of teachers opportunity to collaboratively design units of work based on the Australian Curriculum, using a student data centred approach.	\$103,000
Purchasing additional Speech Language pathologist hours to support students identified with Speech Language difficulties.	\$ 30,000
Employ a Family Liaison Officer to support families whose children present as being at risk due to poor school attendance.	\$ 54,204
Undertake targeted professional development to develop the capability of the school leadership team and key personnel to lead teams of teachers to undertake effective cycles of inquiry to improve student outcomes.	\$ 32,000
Purchasing additional staff to support weekly coaching and mentoring for teachers in the areas of Literacy and Numeracy as well as targeted student intervention and extension.	\$ 69,965



Hannah Simpson
Principal
Mareeba State School



Tony Cook
Director-General
Department of Education



Queensland
Government