

Great Results Guarantee

**Under this agreement for 2014
Mareeba State School will receive**

\$ 202 524

This funding will be used to

Guarantee that every student from P to year 3 will either achieve their year level target or have evidence based learning plan in place to address their specific learning needs.

2014 Outcomes:

- Increase the % of Prep students achieving PM Level 9 in reading from 21% in 2013 to 50% by 2014.
- Increase the % of Year 1 students achieving PM Level 19 in reading from 18% in 2013 to 50% by 2014.
- Increase the % of Year 2 students achieving PM Level 23 in reading from 30% in 2013 to 50% by 2014.
- Increase the % of Year 3 students meeting NMS in reading from 88.8% in 2013 to 91.8% by 2014.
- Develop a learning plan for every student currently below NMS in reading for year 3 students.

Our strategy will be to

Continue to implement Mareeba State School's strong improvement agenda based around FNQ's priorities of:

- Improving Teaching
- Refining and embedding data based decision making
- Refining and embedding planning and accountability systems at all leadership levels
- Connecting parents and caregivers with their children's learning

However, in 2014 a renewed and focused effort on

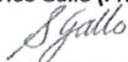
- Building teacher capability in explicit teaching of reading (based on Archer & Hughes research) and consolidations through coaching using the FNQ Improving Teacher System as our guiding framework as well as targeted teacher and teacher aide PD focusing on reading across P-3.
- Using the Big 6 (Bayetto research) as the basis of our Whole School reading program. Reviewing all elements of the Big 6 and ensuring they are taught explicitly and are part of daily consolidations from P-3.
- Reviewing student performance data (every 5 weeks) with an internal review process using the Collaborative Inquiring Model of Data review framework (Hattie research) every term for year levels P-3.
- Developing and implementing a "whole school inclusive approach" (using evidence from Loretta Giorcelli) to provide a continuum of literacy support with personalised teaching and intervention that meets the needs of **all** students including the development of individualised learning plans as required with our response to Intervention, Co-teaching and focus on differentiation.

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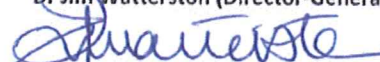
Our school will improve student outcomes by

Strategy One	Budget
<ul style="list-style-type: none"> Target HOC, leadership coaching and John Fleming coaching and feedback time to focus on reading in P-3 Leadership team to review Annual Action Plans (AAP's) to ensure core business around coaching, feedback and data analysis focused on reading Provide reading focused PD for aides and teachers- using online courses/ Learning Café Create a culture of collegial support – release lead teachers to work with other cohort teachers, release teachers to observe lead teachers (using Improving Teaching System) 	\$10 000 Plus School Budget
Strategy Two <ul style="list-style-type: none"> HOC to complete reading audit using Big 6 framework of every P-3 class Curriculum team to review school reading program and ensure alignment to Big 6 and foundation programs including Jolly Phonics and Cars and Stars Employ Early Years Teacher (0.4) to support implementation of oral language program for P/1 students Employ two teacher aides to support reading programs from P-3 	\$40 000 Plus School Budget
Strategy Three <ul style="list-style-type: none"> Target Learning Support Teacher time to support data reviews Assist teachers to analyse student assessment data to inform future teaching and learning (LS/HOC/Leadership team) Using on-entry to Prep Early Start screener to provide student base-line data and develop individual learning plans (including learning goals) for prep 	School Budget
Strategy Four <ul style="list-style-type: none"> Employ full time Specialist Support Teacher in Prep/ Year 1/Year 2 and Year 3 to support whole school inclusive approach (T- 1-3) plus development of ILP's for at risk students P-3 Utilise specialist support teacher to help provide quality intervention (using Big 6 reading principles) and support of developing individualised learning plans Develop "pre-prep" readings programs and provide "reading workshops" (term 1) to parents, grandparents and community members to support the development of early foundational literacy skills (Employ Early Years Teacher 0.2 Semester 2 for Families as First Teachers Program) Strengthen connections with parents focusing on learning outcomes and attendance through PaCE project and attendance system Strengthen connections with our community with a focus on Early Years – pre-prep (Children Family Centre Reference Group of Early Years Educators) 	\$150 000

Shirlee Gallo (Principal Mareeba State School)



Dr Jim Watterston (Director-General)



Great state. Great opportunity.

