

Investing for Success

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

\$543,853*

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% Sem 2 – 72.5%</p> <p>2021 Maths A-C% Sem 2 – 74.3%</p>	<p>Baseline:</p> <ul style="list-style-type: none"> • Maths % C or better 2021 • Early Start data (Prep – Year 2) • Maths Apply Slide test data (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-6 Reading program to have consistency in the teaching of Reading focusing on the use of decoable texts and Targeted Teaching in years 2, 3 and 4.</p> <p>2020 English A-C% Sem 2 - 70.8%</p> <p>2021 English A-C% Sem 2 - 72%</p>	<p>Baseline:</p> <ul style="list-style-type: none"> • English % C or better 2021 • 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



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<p>Increase staff knowledge of Australian Curriculum to contextualise units and pedagogies to increase Indigenous student engagement and outcomes and close the gap.</p> <p>2020 English A-C% Sem 2 Indigenous Students – 45.1%</p> <p>2021 English A-C% Sem 2 Indigenous Students – 51.2%</p> <p>2020 Indigenous Student Attendance Sem 2 – 70.8%</p> <p>2020 Indigenous Student Attendance Sem 2 – 73.1%</p>	<p>Baseline:</p> <ul style="list-style-type: none"> English % C or better Indigenous Students 2021 Attendance data Indigenous Students 2021 Moderation attendance & engagement data 2021 <p>Monitoring:</p> <ul style="list-style-type: none"> Increase in Indigenous students A-C results 100% of teachers engage with the school's moderation process Increase in Indigenous student attendance
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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.	\$105,326
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.	\$60,500
Employ a Family Liaison Officer to support families whose children present as being at risk due to poor school attendance, wellbeing and welfare.	\$36,805
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.	\$18,500
Purchasing additional staff to support weekly coaching and mentoring for teachers in the areas of Literacy and Numeracy, additional SWD staff to support students requiring extensive curriculum adjustments as well as targeted student intervention and extension.	\$166,500
Purchase Cultural Liaison Officer and Indigenous Support Officer roles to support Indigenous student attendance, engagement and connection to culture.	\$20,000

Hannah Simpson

Hannah Simpson
Principal
Mareeba State School

Tony Cook
Director-General
Department of Education

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PRESIDENT P+C



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