

Investing for Success

Under this agreement for 2022
Mayfield State School will receive

\$97,240

This funding will be used to

Target	Measures
Class teachers drawing from a range of pedagogical approaches (inquiry, explicit, investigative)	All class teachers have designed an inquiry unit within a learning area All class teachers incorporated student voice into content and planning of units Monitoring: <ul style="list-style-type: none"> - Increase in student engagement (increase in attendance rates) - Student feedback on inquiry units
Develop a stronger alignment of curriculum and differentiated teaching for spelling	100% of class teachers are explicitly teaching spelling and allowing practise across the week Planning sessions allocated to year levels to develop clear learning intentions and success criteria. Monitoring: <ul style="list-style-type: none"> - Classroom walkthroughs observing teaching practices in spelling - Positive gains in English A-E data for all students - All students aware of and reaching spelling goals on a regular basis
Ensure student support in classrooms is maximised allowing for targeted teaching in reading and writing	All year levels are allocated additional teacher staffing to implement differentiated teaching. 100% of students are taught reading and writing in whole class and small targeted groups daily. Monitoring: <ul style="list-style-type: none"> - Increase in percentage of students achieving A-E English - Increase in reading skills indicated through PM and PROBE - Positive relative gain in PAT-R data

Our initiatives include

Initiative	Evidence Base
Upskill staff in a range of approaches to teaching – inquiry and investigative approaches	Murdoch, K 2015 The Power of Inquiry. Seastar education, Victoria Walker, K and Bass, S 2011 Engagement Matters: Personalised learning for Grades 3 to 6. ACER Press, Victoria
Develop a school wide consistent approach to the teaching of spelling	Fisher, D, Frey, N and Hattie, J Visible Learning for Literacy. Corwin, Thousand Oakes, CA Cameron, S 2009 Teaching Reading comprehension strategies. Pearson, NZ
Clear learning intentions and success criteria for students to self assess and determine personalised goals	Fisher, D, Frey, N and Hattie, J Visible Learning for Literacy. Corwin, Thousand Oakes, CA
Additional staffing allocations to allow for co-teaching models through the inclusion team (PRIDE) and team meetings	Sharratt, L and Harild G 2015 Good to Great to Innovate. Corwin, Thousand Oakes, CA



Our school will improve student outcomes by

Actions	Costs
Release time for classroom teachers for collaborative planning	\$ 6,240
Additional staffing for the inclusion team (PRIDE) <ul style="list-style-type: none"> - Teacher - Teacher Aide 	\$41,000
Purchasing, staff professional development and school visits in local area to observe for innovative learning environments and pedagogy (inquiry and investigative approaches) <ul style="list-style-type: none"> - Inquiry learning materials - Relief Teacher costs for school visits - Relief teacher costs for planning sessions with teams to design inquiry units - Costs of professional development for staff 	\$35,000
Professional development costs for the teaching of spelling across the school	\$ 5,000
Professional development, additional resources and school study tours for the teaching of reading and writing	\$10,000
Total	\$97,240

Andrew Male
Principal
Mayfield State School

Michael De'Ath
Director-General
Department of Education

