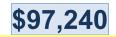
## **Investing for Success**

Under this agreement for 2022 Mayfield State School will receive



## This funding will be used to

Target	Measures
Class teachers drawing from a range of pedgagogical approaches (inquiry, explicit, investigative)	<ul> <li>All class teachers have designed an inquiry unit within a learning area</li> <li>All class teachers incorporated student voice into content and planning of units</li> <li>Monitoring: <ul> <li>Increase in student enagagement (increase in attendance rates)</li> <li>Student feeback on inquiry units</li> </ul> </li> </ul>
Develop a stronger alignment of curriculum and differentiated teaching for spelling	<ul> <li>100% of class teachers are explicitly teaching spelling and allowing practise across the week</li> <li>Planning sessions allocated to year levels to develop clear learning intentions and success criteria.</li> <li>Monitoring: <ul> <li>Classroom walkthroughs observing teaching practices in spelling</li> <li>Positive gains in English A-E data for all students</li> <li>All students aware of and reaching spelling goals on a regular basis</li> </ul> </li> </ul>
Ensure student support in classrooms is maximised allowing for targeted teaching in reading and writing	<ul> <li>All year levels are allocated additional teacher staffing to implement differentiated teaching.</li> <li>100% of students are taught reading and writing in whole class and small targeted groups daily.</li> <li>Monitoring: <ul> <li>Increase in percentage of students achieving A-E English</li> <li>Increase in reading skills indicated through PM and PROBE</li> <li>Positive relative gain in PAT-R data</li> </ul> </li> </ul>

## **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) - Teacher - Teacher Aide	\$41,000		
<ul> <li>Purchasing, staff professional development and school visits in local area to observe for innovative learning environments and pedagogy (inquiry and investigative approaches)</li> <li>Inquiry learning materials</li> <li>Relief Teacher costs for school visits</li> <li>Relief teacher costs for planning sessions with teams to design inquiry units</li> <li>Costs of professional development for staff</li> </ul>	\$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		

XC Y

Andrew Male Principal Mayfield State School

**Michael De'Ath** Director-General Department of Education





\*Funding amount estimated on 2021 data. Actual funding will be determined after 2022 enrolment data are finalised. Actual expenditure may vary due to changes in finalised 2022 enrolment data and student learning needs.