

Investing for Success

**Under this agreement for 2022
Laidley District State School will receive**

\$257 454*

This funding will be used to

- Increase the proportion of C or above students in Mathematics across the school to 85%.
- Improve the percentage of students at or over minimum PM Benchmark in reading to 80% or greater.
- Improve the capacity of all teaching staff through focused coaching and feedback for performance improvement.
- Improve the capacity of teachers to analyse short cycle data and action the findings within their cohorts.
- Increase Kindy participation and support the transition from Kindy to Prep.
- Provide support to children with individual needs to access and engage in their learning.
- Close the gap between the percentage of Indigenous and non-Indigenous students receiving a C or better in Mathematics by the end of Year 2.
- Increase student attendance to 93%.

Our initiatives include

- Continue to use the inquiry cycle to build and refine our practices in relation to our strategic direction (Mathematics, Engagement and Well-being, Culture that promotes learning)
- Provide focused and differentiated teaching targeted at students in order to improve the quality of their demonstrations of learning against the relevant year-level achievement standard.
- Using the skills of multiple teacher aides to support students with individual needs to improve engagement and learning.
- Increasing teacher aide support to class teachers.
- Increasing support to teachers by providing extra teacher support aligned to year levels through the co-teacher model.
- Enhancing ICT and STEM delivery through the STEM PLC and STEM Champion.
- Refining our high quality teaching and learning culture reflective of high expectations in achievement, attendance and behaviour of students and adults through PLCs and developing a whole school approach to pedagogy and well-being.
- Extending the data literacy and analysis skills of teachers in the use of student data with precision, aligning teacher planning and pedagogical practice to the learning needs of students through case management and professional learning. (HIT, PLC meetings)
- Embedding consistent quality teaching and learning practices through peer mentoring, quality coaching and feedback opportunities, curriculum planning, and moderation of student assessment,
- Tailoring well-resourced needs-based support programs for identified individuals or groups, using teachers and teacher aides.



**Queensland
Government**

Our school will improve student outcomes by

<ul style="list-style-type: none"> • <i>Employing teachers</i> to embed inclusive practices across the school. This includes the analysis of data to inform student groupings, and teacher direction for students at all levels. The teachers are responsible for providing tailored support to all students through our co-teacher model. (2 teachers) 	\$178,404
<ul style="list-style-type: none"> • <i>Employing teachers</i> to release staff to build capacity to facilitate professional learning communities across the school. The PLC's engage in an action research model sourcing evidence based practices to employ in classrooms the identified strategies which then undertake a peer review. (TRS – 1 day per term for 3 teachers to be released) 	\$7,000
<ul style="list-style-type: none"> • <i>Employing teachers</i> to implement Early Start assessment across Prep to inform teaching, learning and resourcing, and to track progress. 	\$2,500
<ul style="list-style-type: none"> • <i>Provide release time for a STEM PLC teacher</i> to support the implementation of the technology curriculum and promote STEM throughout the school and cluster schools. (1 TRS/term) 	\$2,500
<ul style="list-style-type: none"> • Release curriculum leaders to support the implementation of the mathematics framework school-wide. 	
<ul style="list-style-type: none"> • <i>Employing teacher aides</i> to support students with learning difficulties and those that require extension. 	\$60,000
<ul style="list-style-type: none"> • <i>Purchase resources</i> to support students to be able to engage and succeed in their learning. 	\$7,050



Craig Pearen
Principal
Laidley District State School



Michael De'Ath
Director-General
Department of Education



**Queensland
Government**