

Investing for Success

Snapshot report

Under the agreement for 2016

Mudgeeraba Creek State School received

\$ 216 827

Our full 2016 agreement can be found here:

<http://www.mudgrees.eq.edu.au/forms/Investing%20for%20Success.PDF>

Our school strategies are on track to meet or exceed our targets

During 2016, we have focused on maximising the benefits of this funding for our students. After reviewing our *Investing for Success* agreement, it is clear that we are on track to meet or exceed our targeted student outcomes. We continue to implement our strategies consistently to ensure that every student succeeds.

In 2016 97.7% of our Year 3 students achieved above NMS in Numeracy with 46.0% reported in the U2B. In Reading 94.1% of our Year 3 students achieved above the NMS with 55.3% in the U2B.

The School Improvement Unit Review team who visited the school late in 2016 provided very positive feedback to staff regarding their achievements in all of the review domains. I4S funding has assisted greatly in delivering many of the initiatives and improvements. The funding has also facilitated the acceleration of the improvement agenda.

Strategies implemented include:

- Student performance data has been reviewed to inform the next teaching and learning cycle every five weeks for P-6. Teachers have been released to share and review data with their professional learning teams and engage in discussions on how best to address individual student learning needs.
- The school continued with the development of a consistent approach to the identification of reading needs of students. This also included targeting teaching of these needs and assessing according to the needs. All teachers and Teacher Aides participated in the Magic Words workshops to facilitate improved teaching of high frequency words using a research based approach.
- Teachers have been provided with professional development and support through the Mudgeeraba Creek Coaching and Feedback model to ensure teaching and learning is effective, targeted, focused and responsive to student needs. The school

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has worked closely with the Australian Marzano Institute. This has assisted to provide professional learning for staff in the Art and Science of Teaching and work with the School Leadership Team and Coaches in developing understanding of High Reliability Schools. A Guaranteed and Viable Curriculum is being developed to address the vertical alignment of student learning.

- An explicit Oral Language Programme in Prep and Year 1 continues and in 2016 the programme was extended to Year 2. A Speech Language Pathologist (SLP) was funded to lead this programme. The funded SLP works one day a week extensively in Prep-Year 2.
- The school has continued to staff a pre-Prep play based programme. “Koala Joeys” focuses on oral language as a key focus to build emergent literacy skills. The community continues to take up this opportunity with 0-5 year olds and their parents and carers participating in the programme each week.
- Teachers have been supported in providing effective individualised learning opportunities within their classrooms. This support has been provided by teacher aides who work regularly and consistently with students under the direction of the classroom teacher’s programme of support. Purchasing additional teacher aides has assisted in providing a more supportive, targeted timetable to every classroom every day. This has also supported the personalised learning and engagement of students with additional support needs including students identified as below NMS in literacy or numeracy, Indigenous students and students who use English as an additional language.