

Investing for Success

Under this agreement for 2022
Mount Isa School of the Air will receive

\$105,368*

This funding will be used to

Target	Measures
1. Increase the number of students engaged in quality teaching and learning in P – 2 by employing additional classroom teacher support	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ Increased % of students achieving a C or better Prep English in Semester 1 and 2 (2022) compared to 2021 data ○ Increased % of students achieving a C or better Year 1 English in Semester 1 and 2 (2022) compared to 2021 data ○ Increased % of students achieving a C or better Year 2 English in Semester 1 and 2 (2022) compared to 2021 data ○ 90% of students achieve 'at level' results for reading in P – 2 (utilising diagnostic tools for assessment) ○ 100% of P – 2 MISOTA teachers engaged in co-planning/ co-teaching for English and Reading on-air lessons • Comparison: <ul style="list-style-type: none"> ○ distance travelled compared historically (by student) for same length of teaching time (1 year) ○ Early Start data comparison from beginning of Semester 1, 2022 and end of Semester 2, 2022 in P - 2 ○ reading age/chronological age comparison using norm-referenced diagnostic assessments ○ A–E data from Similar Queensland State Schools (SQSS). • Monitoring: <ul style="list-style-type: none"> ○ Student work samples ○ Teacher planning documents and lesson observations ○ Student feedback and work samples ○ Movement on P-10 Literacy continuum ○ English A–E data
2. Utilise additional early years teachers to network to support successful transitions and engagement within the early childhood community	<ul style="list-style-type: none"> • Comparison: <ul style="list-style-type: none"> ○ distance travelled compared historically (by student) for same length of teaching time (1 year) ○ Early Start data comparison from beginning of Semester 1, 2022 and end of Semester 2, 2022 in Prep • Monitoring: <ul style="list-style-type: none"> ○ Decreased percentage of 'invisible transitions' starting Prep in 2022 ○ Increased number of students successfully engaged in Prep transition days and pre-prep programs
3. Year 3 students engaged in targeted reading sessions with an EST for 2022	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ Utilise P – 10 Literacy continua: Sem 1 2022 to Sem 2 2022 – targeted goals for each student in reading ○ Improved NAPLAN National Minimum Standard (NMS) Reading results in Year 3 (2022) • Comparison: <ul style="list-style-type: none"> ○ Previous Year 3 NAPLAN results ○ Previous year Reading data and individual student improvement • Monitoring: <ul style="list-style-type: none"> ○ Teacher planning documents and lesson observations ○ Movement on P-10 Literacy continuum ○ English A–E data



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Our initiatives include

- developing teacher knowledge and understanding of the P-10 Australian Curriculum content descriptions and achievement standards by designing and supporting processes for robust intra-school and inter-school moderation
- developing teacher understanding of the P -10 Literacy continuum and how to use it to shape teaching and learning for all students
- providing focused and intensive teaching targeted at 'C' students in order to improve the quality of their demonstrations of learning against the relevant year-level achievement standard
- providing focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards
- Refining verbal and written feedback processes using the gradual release of responsibility (GRR) to further develop assessment literate learners
- Identifying at risk students through analysis of NAPLAN data and short-term data cycles to influence on-air lesson structure and content refined pedagogical practice

Our school will improve student outcomes by

- embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning
- use Early Start materials across Prep to Year 2 to inform teaching, learning and resourcing, and to track progress

Actions	Cost
1. Employ additional classroom teacher (1.0FTE) in P – 2 to support smaller class sizes and more targeted teaching. Upskill and utilise P-2 to support networking and successful transitions from Kindy to Prep for 2022.	\$ 90000
2. Utilise funds to employ additional teacher experience Senior Teacher (EST) (0.6 FTE) in Year 3 to implement targeted reading for all students.	\$ 15368



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