

Investing for Success



**Under this agreement for 2022
Ironsides State School will receive**

\$474,668*

This funding will be used to

- Increase the percentage of Year 2 students receiving an A in English from 46% (Yr 1 2021) to 50%
- Increase the percentage of Year 3 students receiving an A in English from 35% (Yr 2 2021) to 45%
- Increase the percentage of Year 4 students receiving an A in English from 54% (Yr 3 2021) to 55%
- Increase the percentage of Year 5 students receiving an A in English from 52% (Yr 4 2021) to 55%
- Increase the percentage of Year 2 students receiving an A in Mathematics from 52% (Yr 1 2021) to 55%
- Increase the percentage of Year 3 students receiving an A in Mathematics from 45% (Yr 2 2021) to 50%
- Increase the percentage of Year 4 students receiving an A in Mathematics from 67% (Yr 3 2021) to 70%
- Increase the percentage of Year 5 students receiving an A in Mathematics from 66% (Yr 4 2021) to 70%

Our initiatives include

- Leaders who drive, coach and support pedagogical practices through an inquiry mindset across all three phases of Ironsides State School. (P-2, 3/4, 5/6)
- Reflect and Refine (R&R) and Year Level Planning Days, inclusive of all Ironsides teaching staff, which supports and develops an Inquiry approach to pedagogical practice.
- Sharing and joint work by teachers, to deepen understanding of the effective pedagogical practices required to deliver the Australian Curriculum, through an Inquiry mindset at Ironsides State School.
- Embedding formative assessment practices.
- *Brown, B (2018) Dare to Lead - Brave work. Tough conversations. Whole Hearts. Penguin, Random House, UK.*
- *Fullan, M & Quinn J (2016) Coherence – The right drivers in action for schools, districts and systems. Corwin, Thousand Oaks, CA.*
- *Mackenzie, K (2021) Inquiry Mindset – Assessment Edition. Scaffolding a partnership for equity and agency in learning. Elevate Books, EDU.*
- *Murdoch, K (2015) The power of inquiry – Teaching and learning with curiosity, creativity and purpose in the contemporary classroom. Seastar Education, Victoria, Australia.*
- *Ritchhart, R et.al. (2011) Making thinking visible – How to promote engagement, understanding and independence for all learners. Josey-Bass, San Francisco, CA.*

Our school will improve student outcomes by

Action	Budget
• Staffing and salary differential for school leaders	\$325,000
• Teacher release for reflect and refine days	\$120,000
• Teacher release for Early Start collection and analysis	\$12,000
• Resourcing to support I4S initiatives	\$17,668

Damian Johnson,
Principal
Ironsides State School

Sarah Holland,
Chair School Council
Ironsides State School



**Queensland
Government**