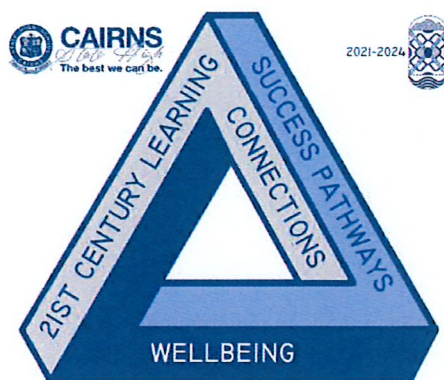


Introduction

This agreement identifies Cairns State High School's Priority Learning Areas (PLAs) and the allocation of teacher aide time.

The school values its teacher aide team and has for many years held the belief that quality support personnel working with students in classrooms results in improved learning outcomes, especially in the core areas of literacy and numeracy.



Key Performance areas

Teaching

- ☐ NAPLAN Writing Year 9 National Minimum Standard 90%
- ☐ NAPLAN Writing Year 7 & 9 Upper Two Bands 30%
- ☐ QCE 97%
- ☐ ATAR achievement
- ☐ LOA A-C 85%

Wellbeing

- ☐ SOS Staff, Student, Parent measures 90%

Cairns SHS will allocate resources to support the strategic direction of the school and its annual focus areas (above). To support the achievement of 85% A-C for indigenous students, significant investment is required. Similarly the attainment of QCE 97% and ATAR target requires learning and systems support. Students with a disability requiring special education support have higher level needs and experience adjustments to learning and a significant amount of support.

Major investment is required to purchase teacher aide hours over and above allocated permanent base hours. To this end the school expends a significant portion of its budget to ensure the identified PLAs are adequately resourced with teacher aide time.

Current teacher aides have developed skills specific to these areas:

- ☐ Develop an extensive understanding of the year level curriculum, the teaching approaches used and instructional routines employed.
- ☐ Become highly proficient in the delivery of intervention activities
- ☐ Build a strong rapport with all students in that year level and a true understanding of the needs of individual students - behavioural issues are also better managed.
- ☐ Maximise time spent working with students
- ☐ Build a strong professional rapport with teachers resulting in a more effective teaching and learning team.

Priority Learning Areas

The following PLAs and teacher aide allocations are to ensure that the *school's priorities are serviced appropriately* to ensure that student outcomes are maximised.

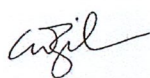
- Literacy and Numeracy Development to support NAPLAN Writing and U2B achievement
 - Students below NMS
 - U2B students
 - Closing the Gap for Indigenous students
- Support for high use materials or intensive instruction subjects such as Visual Arts, Practical Arts, HPE, Performing Arts and Science to assist with the achievement of A-C 85%
- Behaviour and student wellbeing support
- Resource development and support to curriculum areas
- Provide significant support to students with a verified disability enrolled in Cairns State High School to participate successfully in their school curriculum by ensuring that they have
 - The required direct personnel support (teacher aide assistance) to successfully participate in all their designated subjects or individualised programs.
 - the required direct supervision necessary for their safe participation in subjects where the need for increased supervision and support to use machinery, chemicals, cooking equipment, gardening tools etc. has been identified.
 - increased supervision during the school break time periods in determined school areas or supervision across school environment.
 - direct staff support to participate in vocational placement and community-based instruction.

Teacher Aide Roles

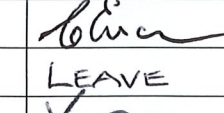

All Teacher Aides at Cairns SHS work in critical supporting roles responsible for student outcomes not only LST and SEP but also important resourcing preparation, e-learning, activity support and preparation and International support in line with our School Strategic Plan - to support all students in achieving outcomes. It is also noted that increased hours in resourcing and PGD is required for Teacher Aides due to implementation and maximisation of hours to 30hrs per week. This means an increased amount of Teacher Aide staffing hours have become outside of school hours. Out of School Hours will be dedicated to Tutorials, PGD assistance and HOD resource development and Department Assistance.

Signatures

The undersigned have been consulted regarding the Priority Learning Areas as outlined in this document.



Christopher Zilm
Executive Principal

SURNAME	FIRSTNAME	TITLE	SIGNATURE	DATE
ASTILL	Sarah	TA	LEAVE	
BERGMANN	Fiona	TA		11/3/22
COGLAN	Ken	TA		16/3/22
DANN	Rebecca	TA		16/3/22
DISHER	Crystie	TA		10/3/22
EVANS	Caroline	TA		10/03/22
FISHER	Jeanette	TA	LEAVE	
HANNAN	Victoria	TA		10/3/22
HARRIS	Amanda	TA		16/3/22
HIGGINSON	Jodie	TA		10/3/22
KING	Jodi	TA	LEAVE	
McKIBBIN	Jayde	TA		10/03/22
OSBORNE	Christine	TA		21/3/22
ROBSON	Wayne	TA		10/03/22
SCHLEEBS	Heidi	TA		10/3/22
SCOTT	Dolores	TA		10/3/22