

Investing for Success

**Under this agreement for 2016
Miami State School will receive**

\$271,778*

This funding will be used to

Ensure that every student:

- in Year 3 meets the National Minimum Standard in Reading and Number
- in Year 3 that does not meet NMS in NAPLAN will have an Individual Learning Plan
- in Prep is on track to meet target of 95% students reading level D – (Fountas and Pinnell Assessment)
- in Year 1 is on track to meet target of 95% students reading level H- (Fountas and Pinnell Assessment)
- in Years 2 is on track to meet target of 95% reading level K- (Fountas and Pinnell Assessment)
- not reaching targets will have an evidence based plan to address specific learning needs
- Improve teacher and teacher aide capability in Reading and Numeracy through focussed coaching, mentoring and professional development to help improve student

Our initiatives include

Key Priorities: Improvement Agenda P-2

- Attendance
- Literacy :Guided Reading, Writing, Spelling
- Numeracy: Number, Problem Solving

Priority Areas of Development

- Consistent Pedagogical Practices
- Student and Staff Well Being
- Instructional Leadership & Shared Leadership Capacity
- Parent & Community Engagement

Key Success Factors

- All Students achieve the National Minimum Standard for Reading and Number for their year level
- Increase student numbers in Upper 2 Bands
- Across School Alignment : teaching and learning practices and expectations
- Confidence of staff, students and parents
- Professional, skilled and committed staff

Our school will improve student outcomes by

- Professional Development for Year level co-ordinators and teachers; released termly to analyse data, identify trends and align instructional strategies
- The Leadership team directly managing and monitoring the Inclusive Curriculum team
- Literacy and Numeracy Coaches and Support Teachers of Literacy and Numeracy working closely with the Leadership team ensuring alignment of data and Intervention; with a direct focus on reaching targets and improving student outcomes
- Embedding Miami Collaborative Partnerships framework with a focus on Reading and Numeracy aligned to Miami Agreed Practices
- Ensuring clearly defined and explicit instructional support for teacher aides in Reading and Number
- School will complement the Investing for Success Actions with the pooling of other budgets

Investing for Success

- Maximising student attendance- direct monitoring by Early Years Deputy Principal and Principal
- Maintaining use of diagnostic and formative assessments to inform intervention, differentiated and targeted teaching, team analysis of data and facilitating parental support for learning
- Releasing Prep to Year 3 Teaching Teams for "Data Conversations" to inform and determine instructional needs and aligned strategies in individual classrooms, cohort, sector planning and intervention needs
- Using Early Start in Prep & Year 1 to provide student base-line data: informing differentiated instruction
- Using systemic and school based data to develop individual evidence based learning plans (inclusive of Individual Curriculum plans)
- Developing and continuously monitor and adapt Individual Curriculum plans for students with disabilities.
- Ensuring "cycle of review" that provides opportunities for analysis of data and outcomes through Personalised Learning Committee
- Ensuring all teachers collaboratively develop SMART goals with students for reading and maths – Specific, Measurable, Attainable, Relevant and Timely
- Ensure Literacy and Numeracy Coaches build teacher capability in the delivery of Reading and Numeracy
- Continue to meet weekly in cohort teams for an hour (3 weeks in every four), with explicit improvement agenda- instructional strategies, formative and summative data, moderation, intervention and resource deployment- thus promoting alignment to Miami ATLAS (Achievement –Teaching, Learning and Success) inclusive of Miami Agreed Practices and Pedagogical Framework and the Inclusive Curriculum model.
- Provide "reading and numeracy workshops" to parents, grandparents and community members to support the development of early foundational literacy skills. (**All** Prep parents to engage in "Ready Reader Training" prior to commencement of Home Reading Program)
- Continue to build networks with feeder Childcare Centres and analysis of AEDC data to encourage the development of professional learning communities and support transition to Prep.
- Establish networks with local child care centres to develop "pre-prep" programs
- Establish relationship with Gold Coast Volunteering to enhance community relationships
- Work with P and C and School Council to actively monitor progress and review goals

I4S Budget Costings for 2016

Numeracy and Literacy Coaches	\$183 908
Teacher Aide Intervention Programs	\$ 59 870
Early Start Data Collection	\$ 7200
Miami SS Playgroup Program	\$ 6520
Termly teacher Release P-3: Data Conversations	\$ 14 280



Kate Bentley
Principal
Miami State School



Dr Jim Watterston
Director-General
Department of Education and Training