

# Investing for Success

**Under this agreement for 2017  
Miami State School will receive**

**\$293,386\***

## 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 90% students reading level D – (Fountas and Pinnell Assessment)
- in Year 1 is on track to meet target of 90% students reading level I - (Fountas and Pinnell Assessment)
- in Years 2 is on track to meet target of 90% 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 achievement.

## 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 Heads of Learning and teachers; released to analyse data, identify trends and align instructional strategies
- The Leadership team directly managing and monitoring the Inclusive Curriculum team
- Heads of Learning 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
- 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

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- Releasing Prep to Year 3 Teachers 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 and Year 2 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 Heads of Learning 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.
- EALD teacher to provide support for students for whom English is another language dialect
- 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 promote quality pre-prep programs and ease transition to Prep
- 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 2017

<b>Heads of Learning:</b> Intervention and Enrichment, Coaching, Data Conversations and Monitoring of Student Achievement	<b>\$ 194,682</b>
<b>Teacher Aide Intervention Programs</b>	<b>\$ 88,704</b>
<b>Early Start Data Collection</b>	<b>\$ 8,400</b>
<b>EALD Teacher</b>	<b>\$ 1,600</b>



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