

# Great Results Guarantee

## Snapshot report

Under the agreement for 2015

Miami State School received:

**\$244,304**

Our full 2015 agreement can be found here: <https://miamiss.eq.edu.au/> Quicklinks

### Our school strategies are showing substantial progress toward our targets



After reviewing our *Great Results Guarantee* agreement, it is clear that we have made progress toward our targeted student outcomes. We will continue to focus on maximising the benefits of this funding for our students, and adjust our strategies as needed to ensure every student succeeds.

Strategies implemented include:

- Maximised student attendance- direct monitoring by Early Years Deputy Principal
- Maintained use of diagnostic and formative assessments to inform intervention, differentiated and targeted teaching and team analysis of data
- Release Prep to Year 3 Teaching Teams for "Data Conversations" to inform and determine instructional needs and aligned strategies in individual classrooms and cohorts
- Use of Early Start data in Prep and Year 1 to data to inform differentiated instruction
- Use systemic and school based data to develop individual evidence based learning plans (inclusive of Individual Curriculum plans)
- Developed and continuously monitored and adapted evidence based learning plans and Individual Curriculum Plans for students with disabilities.
- Ensured a "cycle of review" that provides opportunities for analysis of data and outcomes through Personalised Learning Committee
- Ensured all teachers collaboratively develop SMART goals with students for reading and Maths – Specific, Measurable, Attainable, Relevant and Timely
- Ensured Literacy and Numeracy Coaches build teacher capability in the delivery of Reading and Numeracy (inclusive of Problem Solving)
- Continued to meet weekly in cohort teams for an hour ( 3 weeks out of 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.
- Provided "reading and numeracy workshops" to parents, grandparents and community members to support the development of early foundational literacy skills. (**All** Prep

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parents to engage in "Ready Reader Training" prior to commencement of Home Reading Program)

- Continued 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.
- Continued to build networks with local child care centres
- Initiated a Miami SS playgroup
- Established relationship with Gold Coast Volunteering to enhance community relationships
- Worked with P and C and School Council to actively monitor progress and review goals.

Other key strategies successfully developed to enhance student outcomes include:

- Professional Development for Year level co-ordinators and teachers; released termly to analyse data, identify trends and align instructional strategies
- The Early Deputy Principal team directly managed and monitored the Inclusive Curriculum team
- Literacy and Numeracy Coaches and Support Teachers of Literacy and Numeracy worked closely with the Leadership team to ensure alignment of data and Intervention; with a direct focus on reaching targets and improving student outcomes
- Embedded Miami Collaborative Partnerships framework with a focus on Reading and Numeracy aligned to Miami Agreed Practices
- Ensured clearly defined and explicit instructional support for teacher aides in Reading and Number
- The School complemented the Greatest Guarantee Actions with the pooling of other budgets

Year 3 Student Naplan Performance Outcomes include:

- 97.2% at National Minimum Standard in Reading
- 98.1% at National Minimum Standard in Number
- 48.2% of students in the Upper 2 Bands for Reading
- 44.5% of students in the Upper 2 Bands for Number

Additional Performance Outcomes include:

- 62%% of Students in Prep are reading level 6 or above independently
- 87% of Year 1 students are reading level 14 or above independently
- 77% of Year 2 students are reading level 19 or above independently