Snapshot report

Under the agreement for 2014
Miami State School received $201,736

Our full 2014 agreement can be found here: <insert link to 2014 agreement>

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 in 2014 include:

**Expanded the Intervention support team and implementing Instructional Coaching Model**

Funded additional STL&N with direct Year 1-3 Intervention and Instructional Focus

The Head of Curriculum (M Ed- Early Childhood) will directly lead intervention and instructional leadership in Prep.

Teacher Aide Literacy – clearly defined, explicit instruction support

Professional Development- Teacher release & Year Level Coordinator

School complemented the Great School Guarantee Actions with additional funds and through data driven School Personalised Learning Plan

Worked with Early Years teachers and teacher aides to develop their capacity to teach literacy and developed an on-going cycle of data collection to monitor individual student progress.

Released Prep to Year 3 teachers for ‘Data Conversations’ to inform and determine instructional needs and aligned strategies and intervention in individual classrooms, cohort, sector planning.
Used school-based and systemic data to develop group learning plans with a focus on areas of improvement aligned to targets.

Ensured "cycle of review" that provided opportunities for analysis of data and outcomes and review of accountabilities through Personalised Learning Committee and Year Level Teams.

Analysed on-entry to Prep Early Start to provide student base-line data to inform targeted teaching.

Year level teams met weekly for an hour (3 weeks out of every four), with explicit improvement agenda- instructional strategies, formative and summative data, moderation, intervention, thus promoting alignment to Miami Agreed Practices and Pedagogical Framework: Miami ATLAS (Achievement –Teaching, Learning and Success).

Established networks with local child care centres.

Provided "reading workshops" to local Kindy, 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).

Established networks with feeder Childcare Centres/Kindys and shared AEDI data to encourage the development of professional learning communities and support transition to Prep.

Maximised student attendance- direct monitoring by Early Years Deputy Principal and Principal.

Developed and continuously monitored and adapted individual learning plans for students with disabilities.