

# Great Results Guarantee

**Under the agreement for 2015  
Miami State School will receive**

**\$239,204\***

\*Estimated on 2014 data. Actual funding will be determined after 2015 enrolment data is finalised.

## 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 6 - independent
- in Year 1 is on track to meet target of 95% students reading level 14 – independent
- in Years 2 is not on track to meet target of 95% reading level 19 – independent
- 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 performance

## Our strategy aligns to Miami State School's 2015 Annual Improvement Plan

### Annual Improvement Plan:

#### Key Priorities 2015

- Attendance
- Higher Order Thinking
- Number
- Literacy Improvement
  - Reading Comprehension
  - Guided Reading/Reading Comprehension
  - Writing
  - Number

#### Priority Areas of Development

- Consistent Pedagogical Practices
- Student Engagement and Wellbeing
- Instructional Leadership and Shared Leadership
- 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



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- Confidence of staff, students and parents
- Professional, skilled and committed staff

## Our strategy will be to:

- Maximise student attendance- direct monitoring by Early Years Deputy Principal and Principal
- Maintain use of diagnostic and formative assessments to inform intervention, differentiated and targeted teaching, team analysis of data and facilitating parental support for learning
- Release 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
- Use of Early Start data in Prep and Year 1 to provide student base-line data to inform differentiated instruction
- Use systemic and school based data to develop individual evidence based learning plans (inclusive of Individual Curriculum plans)
- Develop and continuously monitor and adapt Individual Curriculum plans for students with disabilities.
- Ensure "cycle of review" that provides opportunities for analysis of data and outcomes through Personalised Learning Committee
- Ensure all teachers collaboratively develop SMART goals with students for reading and maths – Specific, Measurable, Attainable, Relevant and Timely
- The Head of Curriculum (M Ed- Early Childhood) will directly lead instructional leadership in Prep
- 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 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.
- 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.



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## 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 Greatest Guarantee Actions with the pooling of other budgets

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