

# Investing for Success

Under this agreement for 2021  
Miami State School will receive

**\$288, 934\***

## This funding will be used to

Target	Measures
Increase the percentage of students achieving a 'C' or better standard in English and in the U2B of writing.	<p><b>Baseline / endpoint</b></p> <ul style="list-style-type: none"> <li>- Increase percentage of students achieving a C or better in English</li> <li>- Increase percentage of students achieving an A or B in English</li> <li>- 100% of students are mapped against the writing cluster within the literacy continuum.</li> </ul> <p><b>Comparison</b> English LOA and NAPLAN writing NMS &amp; U2B similar to or above Queensland State Schools (SQSS), Literacy Continuum</p> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>- % of students achieving a 'C' or better in each assessment</li> <li>- Data Wall &amp; Data conversations</li> <li>- Building Blocks - English</li> <li>- Lesson Observations</li> <li>- Student feedback and work samples</li> <li>- Mapping of students on the writing and vocabulary aspects of the Literacy continuum</li> <li>- Planning Documents aligned to explicit teaching concepts and Building Blocks English (BBE)</li> </ul>
Increase the percentage of students achieving a 'C' standard in Mathematics and in the U2B of maths.	<p><b>Baseline / endpoint</b></p> <ul style="list-style-type: none"> <li>- Increase percentage of students achieving a C or better in Maths</li> <li>- Increase percentage of students achieving an A or B in Maths</li> <li>- Maths pre and post test data growth</li> </ul> <p><b>Comparison</b> Maths LOA and NAPLAN numeracy NMS &amp; U2B from similar Queensland State Schools (SQSS), Pre &amp; Post Number assessment</p> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>- % of students achieving a 'C' or better in each assessment</li> <li>- Data conversations</li> <li>- Teacher differentiation documents</li> <li>- Lesson Observations</li> <li>- Student feedback and work samples</li> <li>- Pre and Post maths test data</li> <li>- Planning Documents aligned to explicit teaching concepts and Building Blocks Maths (BBM)</li> </ul>
Enhance targeted teaching and learning	<p><b>Baseline / endpoint</b></p> <ul style="list-style-type: none"> <li>- Implementation of pedagogical framework – sequencing teaching and learning</li> <li>- Embed case management approach</li> <li>- Students identified for early and ongoing intervention – implementation of MacLit (Year 3 – Year 6) and MiniLit (Prep – Year 2)</li> <li>- Staff engaged in targeted professional development to deepen teachers' understanding of the teaching of reading and phonics</li> <li>- Implementation of InitialLit in Prep to Year 1</li> </ul> <p><b>Comparison</b> LOA, Literacy continuum, InitialLit, MacLit &amp; MiniLit</p> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>- % of students achieving at or above expected levels for reading</li> <li>- Students mapped on literacy continuum</li> <li>- Professional Engagement Conversations</li> </ul>
Positive Behaviour for Learning	<p><b>Baseline / endpoint</b></p> <ul style="list-style-type: none"> <li>- Implementation of PBL</li> <li>- Students identified for early and ongoing intervention – social skilling, re-teaching</li> <li>- Staff engaged in targeted professional development to deepen teachers' understanding of Positive Behaviour for learning</li> </ul> <p><b>Comparison</b> Minor / Major behaviour, SDA data, student survey, community survey</p> <p><b>Monitoring</b></p>



Queensland  
Government

- Minor and Major behaviour referrals
- SDA's
- Staff feedback

## Our initiatives include

Initiative	Evidence-base
Implement Explicit Instruction	<p>Archer, A and Hughes, C, 2016 <i>Explicit Instruction. Effective and Efficient Teaching.</i></p> <p>Hollingsworth, J &amp; Ybarra, S, 2018 <i>Explicit Direct Instruction. The Power of the Well-Crafted, Well-Taught Lesson</i></p> <p>Fisher, D and Frey, N and Hattie, J, 2016 <i>Visible learning for Literacy.</i> SAGE Publications, UK.</p>
Embed instructional coaching to support quality teaching.	<p>Knight, J 2007 <i>Instructional Coaching. A partnership approach to improving instruction.</i> Corwin Press, California.</p> <p>Knight, J and Knight, J and Clarkson, C, 2017 <i>The reflection guide to the impact cycle.</i> Corwin Press, California.</p>
Provide release time to form professional learning teams for all teaching cohorts to focus clarity of learning and teaching.	<p>Sharratt, L and Fullan, M 2012 <i>Putting FACES on the data: What great leaders do!</i> Corwin, Thousand Oaks, CA.</p> <p>Sharratt, L 2019 <i>Clarity. What matters most in learning, teaching and leading</i> Corwin, Thousand Oaks, CA.</p>
Implementation of PBL team and professional learning for staff	<p>Mitchell, B. S., Hatton, H., &amp; Lewis, T. J. (2018). An examination of the evidence base for school-wide positive behaviour interventions and supports through two quality appraisal processes. <i>Journal of Positive Behaviour Interventions.</i> 20(4), 239-250. DOI: 10.1177/1098300718768217</p>

## Our school will improve student outcomes by

Actions	Costs
Employ one classroom teacher (1.00 FTE) to support the implementation of explicit instruction in the early years.	\$90, 000
Release all teaching cohorts (inclusive of class teachers, inclusion teachers, HOD/Cs, Head of Inclusion) to engage in professional data and planning conversations based on collaborative inquiry cycle and triangulation of data.	\$63, 000
Employ Teacher Aide to support early year's intervention.	\$50, 000
SER Professional Development for leadership staff – "Clarity. Leading Learning Collaborative", Lyn Sharratt.	\$7,000
InitialLit, MaqLit and MiniLit Professional Development and resources	\$15, 000
Explicit Instruction PD, coaching and resources	\$20, 750
Teacher release for WOW, observations, feedback cycles	\$33, 184
PBL release for team members and resources	\$10, 000



**Jemille Malouf**  
Principal  
Miami State School



**Tony Cook**  
Director-General  
Department of Education



**Queensland  
Government**