

# Investing for Success

Under this agreement for 2019  
Miami State School will receive

**\$259,270**

## This funding will be used to

| Targets - "Big 3"  | Measures   |
|--|--|
| <p>1. Writing Improvement</p> <p>Raising the bar with writing standards across the whole school</p>    | <ul style="list-style-type: none"> <li>✓ 85% of students receiving a C or above for English</li> <li>✓ Increased 2019 students receiving an A or B in English</li> <li>✓ Improved comparison data from Daily Writing</li> <li>✓ Distance travelled data collated for Building Blocks</li> <li>✓ 100% Yrs 3 &amp; 5 students above NMS</li> <li>✓ Writing                                      Grammar and Punctuation</li> <li>45% Yr 3 U2B                                      60% Yr 3 U2B</li> <li>25% Yr 5 U2B                                      50% Yr 5 U2B</li> <li>✓ All students have a termly writing goal</li> </ul>  |
| <p>2. Targeted Teaching</p> <p>Personalised and evidence-based delivery of teaching and learning</p>   | <ul style="list-style-type: none"> <li>✓ Monitor and track A-E achievement for a trajectory of improvement over 12 months</li> <li>✓ Miami Assessment Schedule and Targets establish expected levels of achievement at regular intervals</li> <li>✓ Students not reaching targets will have an evidence based plan to address specific learning needs</li> <li>✓ Use Early Start Data across Prep to Year 3 to inform teaching and learning and to track progress</li> <li>✓ Use P-10 Literacy Continuum to drive informed teaching related to research based developmental sequence of literacy learning</li> <li>✓ Use of Data Walls for English, Maths and Science to monitor learning growth of cohorts and individual students</li> </ul>   |
| <p>3. Literacy and Numeracy - 12 Months of Progress</p> <p>Spotlight on student improvement growth</p> | <ul style="list-style-type: none"> <li>✓ 85% of students receiving a C or above for English and Maths</li> <li>✓ Increased 2019 students receiving an A or B in English and Maths</li> <li>✓ Improved comparison data from Pre/Post Maths testing</li> <li>✓ Improved comparison data from F&amp;P Reading Assessments</li> <li>✓ Improved comparison data from WtW Miami Spelling Program</li> <li>✓ 100% Yrs 3 &amp; 5 students above NMS</li> <li>✓ Maths                                      Reading                                      Spelling</li> <li>50% Yr 3 U2B                                      50% Yr 3 U2B                                      55% Yr 3 U2B</li> <li>55% Yr 5 U2B                                      50% Yr 5 U2B                                      40%Yr 5 U2B</li> <li>✓ All students have a termly reading and maths goal</li> </ul> |

\* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



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## Our initiatives include

| Initiative   | Evidence-base  |
|--|--|
| <p>1. Writing Improvement</p> <ul style="list-style-type: none"> <li>➤ Embed Australian Curriculum achievement standards with the support of C2C resources and the school Writing Framework</li> <li>➤ Introduce new Miami agreed practices including Daily Writing, Building Blocks and Bump it up Walls</li> <li>➤ Every student will have personalised writing goals</li> <li>➤ All students exposed to explicit writing lessons including Modelled, Shared, Guided and Independent</li> <li>➤ Continue to implement evidence based teaching with check in tasks and P-3 Early Start Data</li> <li>➤ Build teacher capability with effective Writing knowledge and strategies.</li> </ul> | <p>Sheena Cameron &amp; Louise Dempsey “<i>Developing an Effective Writing Program</i>” PD</p> <p>Sheena Cameron &amp; Louise Dempsey “<i>The Writing Book</i>”</p> <p>Judith C. Hochman &amp; Natalie Wexler (2017) “<i>The Writing Revolution</i>”</p> <p>SER EdStudio “<i>How to Teach Writing</i>” Modules</p> |
| <p>2. Targeted Teaching</p> <ul style="list-style-type: none"> <li>➤ School Teaching and Learning Team (Principal, DPs, HOCs) to engage with SER Leading Learning Collaborative with Dr Lyn Sharratt</li> <li>➤ Engagement with School Improvement Hierarchy to drive school improvement agenda</li> <li>➤ School wide Differentiation practices – including Differentiation Plans for Reading and Maths and Writing Action Plans based on analysis of check in tasks</li> </ul>   | <p>Lyn Sharratt “Clarity”</p> <p>Marzano “Art and Science of Teaching”</p> <p>SER School Improvement Model</p> <p>EQ State Schools Strategy 2018-2022</p> <p>SER Differentiation Template for Reading</p>  |
| <p>3. 12months of Progress</p> <ul style="list-style-type: none"> <li>➤ Monitor student achievement data over the year to ensure one year’s growth for one year of teaching</li> <li>➤ Implement school Personalised Learning Model to provide supports for Tier 1, 2 and 3 students (including ATSI and EALD students) delivered by trained teacher aides, STLNs or HOCs.</li> <li>➤ Booster Groups delivered by HOCs or STLNs to extend student learning from C to B, from B to A</li> <li>➤ Enrichment programs for highly capable students delivered by HOCs.</li> </ul>   | <p>Gonski Report</p> <p>ACARA Critical and Creative Thinking General Capability</p> <p>Dylan William “Embedded Formative Assessment”</p> <p>John Hattie “Visible Learning for Literacy”</p> <p>Hollingsworth &amp; Ybarra “Explicit Direct Instruction”</p> <p>Edward De Bono’s Thinking Hats</p>                  |

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## Our school will improve student outcomes by

| Actions  | Costs                   |
|--|-------------------------|
| Implement Personalised Learning Model – Intervention programs, delivered by teacher aides with focus on direct intervention with students<br><br>4 teacher aides @ Total: 66 hrs/wk @ \$38/hr x 41 weeks | Wages<br><br>\$ 102,828 |

| Actions  | Costs                               |
|--|-------------------------------------|
| Establish additional STLN roles within the school (to 3 x 1.0 FTEs) to further implement personalised learning initiatives<br>1 x 1.0 FTE<br>1 X 0.8 FTE | Wages<br><br>\$ 83,950<br>\$ 67,160 |

| Actions   | Costs                         |
|---|-------------------------------|
| Teacher Release for completion of Early Start Assessment<br>Term 1, 2019 – Prep teachers 5 x 2 days = 10 days TRS<br><br>Playgroup Association Membership Fee | TRS<br><br>\$ 4,532<br>\$ 800 |

**TOTAL EXPENDITURE:      \$259,238**



**Andrew Schumacher**  
Principal  
Miami State School

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

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