

# Investing for Success

Under this agreement for 2018  
Miles State School will receive

**\$104,092\***

This funding will be used to

Target	Measures
1. Improve the reading achievement of current students by 2019.	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ English %C or better Y1, Sem. 2 (2017)</li> <li>○ English %C or better Y2, Sem. 2 (2018)</li> <li>○ English %C or better Y3, Sem. 2 (2019)</li> <li>○ Year 3 NAPLAN Reading NMS data (2019).</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ English A-E and NAPLAN Reading NMS data from Similar Queensland State Schools (SQSS).</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Teacher planning documents and lesson observations</li> <li>○ Student feedback and work samples</li> <li>○ Movement on P-10 Literacy continuum</li> <li>○ English A – E data</li> </ul> </li> </ul>
2. Improve the writing achievement of students in English, Science and History by 2019.	<ul style="list-style-type: none"> <li>• Baseline/endpoint               <ul style="list-style-type: none"> <li>○ Sem. 2 English, Science and History A – E data tracking 2017 students until 2019</li> <li>○ Y3 NAPLAN Writing 2017 to Y5 NAPLAN Writing for matched students.</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ English, Science and History %A, %B and %C or better</li> <li>○ Y3-Y5 Writing NAPLAN relative gain</li> <li>○ Similar Queensland State Schools (SQSS).</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ P-10 Literacy Continuum (writing) used to monitor progress and plan for next steps in student learning</li> <li>○ Teacher planning includes evidence of differentiated teaching and learning of writing appropriate to writing demands of different subject/learning areas</li> <li>○ Records from coaching, observation and feedback activities establish change in teacher practice</li> </ul> </li> </ul>
3. Improve access of students identified as having Speech Language Difficulties to programs and therapy sessions	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ Students accessing Speech Language Support, Sem. 1 &amp; 2 (2017)</li> <li>○ Students accessing Speech Language Support, Sem. 1 &amp; 2 (2018)</li> <li>○ Students accessing Speech Language Support, Sem. 1 &amp; 2 (2019)</li> <li>○ Year 3 NAPLAN Reading NMS data (2019).</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Numbers of Students accessing DET Speech Language Therapy Programs and assessments</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Teacher Aide planning, preparation and lesson observations</li> <li>○ Student/ Parent/ Teacher feedback and work samples</li> <li>○ Movement on P-10 Literacy continuum</li> </ul> </li> <li>• English A – E data</li> </ul>

\* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



## Our initiatives include

Initiative	Evidence-base
1. Establish responsive school case-management approaches students' reading achievement by building teacher capability in: <ul style="list-style-type: none"> <li>identifying the reading and writing demands of the Australian Curriculum learning areas and Early Start Data Collection</li> <li>using Band scale/ Literacy Continuum/ Early Start data to inform differentiated teaching and learning of language and reading</li> </ul>	<ul style="list-style-type: none"> <li>Stuart, M and Stainthorp, R 2015, Reading Development and Teaching. Sage, London.</li> <li>Sharratt, L, &amp; Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, US</li> </ul>
2. Establish effective school processes, including establishing case management and staff actively contributing to Committee Groups: Literacy, Numeracy, Behaviour, Well-Being, Early Years and LCC.	<ul style="list-style-type: none"> <li>Sharratt, L, &amp; Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do. Corwin, California, USA</li> <li>DuFour, R and DuFour, R 2012 The School Leader's Guide to Professional Learning Communities at Work Hawker Brownlow Education, Victoria.</li> </ul>
3. Engage in Heath-e-Regions project- providing access for students identified with Speech Language difficulties to regular clinical sessions under the supervision of clinical educators	<ul style="list-style-type: none"> <li>Ainoa Athaide Macedo Silva ,Posters &amp; Accepted Abstracts: Journal of Speech Pathology &amp; Therapy DOI: 10.4172/2472-5005-C1-003Speech and language program for the development of literacy: Reading comprehension efficacy in school children</li> </ul>

## Our school will improve student outcomes by

1.

Actions	Costs
Invest in additional Teachers, Teacher Aides and Learning Support Staff, to increase the access for students to engage support.	Staff \$ 80,000
Provide targeted professional learning supported by planning, modelling, observation and feedback processes	P D \$ 4,000

2.

Actions	Costs
Provide targeted professional learning supported by planning, modelling, observation and feedback processes	TRS \$ 4,000
Develop case-management approach, led by Leadership Team	HOC \$ 2,092

3.

Actions	Costs
Invest in additional Teacher Aides and Administration to enable access to the Heath-e-Regions Speech Language telehealth Project.	Staff \$ 14,000



**Steven Bennett**  
Principal  
Miles State School



**Lavinia Tyrell**  
School Council Chair  
Miles State School

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